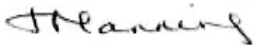






Anti-Radicalisation and Prevent Policy

Policy Ref: TMP5v9

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

	Name	Title	Signature	Date
Prepared by	Jackie Manning	Principal		July 2025
	Colin Foster	Assistant Principal		July 2025
Approved by	Martin Heaton	CEO		July 2025

Does this Policy require publishing on the College Website? **Yes**

Does this Policy require approval by Board of Governors? **Yes**



Anti-Radicalisation and Prevent Policy

Policy Ref: TMP5v9

Record of Changes

Version	Issue Date	Changes	Initials
v1	July 2019	Initial issue	JM/CF
v2	July 2020	General procedural review, references updated, formatting changes	JM/CF
v3	October 2020	Updated and expanded to coincide with annual staff training	JM/CF
v4	July 2021	Annual review, references checked and updated	JM/CF
v5	July 2022	Annual review, references checked and updated	JM/CF
v6	July 2023	Annual review, references checked and updated	JM/CF
v7	April 2024	References updated including to Prevent Risk Register	JM/CF
v8	July 2024	Annual review, references checked and updated	JM/CF
v9	July 2025	Annual review, references checked and updated	JM/CF

Board of Governors Approval History

Version	Approved by	Signature	Date
v5	Dominic Kohl, Chairman of the Board of Governors		July 2022
v6	Andrew Samson, Board of Governors		Oct 2023

Date of Next Policy Review: July 2026

Definition

Throughout this policy document **TMP Studios CIC** is referred to as 'TMP College'.

Anti-Radicalisation Policy Statement

TMP College is fully committed to safeguarding and promoting the welfare of all its learners. As a training provider we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. The Anti-Radicalisation policy sets out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to extremism, by identifying who they are and providing them with support.

At TMP College, all staff are expected to uphold and promote the fundamental principles of British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Aims and Principles

TMP College's Anti-Radicalisation policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. It clearly sets out how the college will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The principle objectives are that:

- All board members, teachers, teaching assistants and support staff will have an understanding of what radicalisation is and why we need to be vigilant in college;
- All board members, teachers, teaching assistants and support staff will know what TMP College's policy is on anti-radicalisation and will follow the policy when issues arise;
- All parents and learners will know that TMP College has policies in place to keep learners safe from harm, and that the college regularly reviews its systems to ensure they are appropriate and effective.

The main aims of this policy are to ensure that all staff at TMP College is fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and that they ensure that we work alongside other professional bodies and agencies to ensure that our learners are safe from harm.

Links to Other Policies

This policy should be considered in conjunction with TMP College's Equality and Diversity Policy, Safeguarding Policies, Visitors and Visiting Speakers Policy, E-Safety Policy and Safer Recruitment Policy.

The policy should also be considered in conjunction with the Prevent Risk Register and Action Plan.

Links to other published guidance are given in Appendix 3.

Definitions

Terrorism: According to the State Department, terrorism is “*premeditated, politically motivated violence perpetrated against non-combatant [civilians and military personnel who are off duty at the time of an attack] targets by subnational groups or clandestine agents, usually intended to influence an audience.*” Simply put, terrorism is “the unlawful use of violence and intimidation, especially against civilians, in order to achieve political aims or to force a government to do something.”

Extremism: According to HM Government, “*Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:*

1. *negate or destroy the fundamental rights and freedoms of others; or*
2. *undermine, overturn or replace the UK’s system of liberal parliamentary democracy and democratic rights; or*
3. *intentionally create a permissive environment for others to achieve the results in (1) or (2).* “

Radicalisation: The government defines radicalisation as “*the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.*”

According to published advice from Wigan Council¹, violent extremism and extremism within the Wigan context can be defined as follows:

The demonstration of unacceptable behaviours by using any means or medium to express views which:

- foster, justify or glorify terrorist violence in furtherance of particular beliefs; (e.g. inciting others into acts of violence to further a set of political, ideological or religious beliefs),
- seek to provoke others to terrorist acts; (e.g. actively recruiting others people to take part in terrorist activity),
- foment other serious criminal activity or seek to provoke others to serious criminal acts (e.g. both producing and allowing the production and dissemination of extremist messages including posters / leaflets / DVDs and other forms of new technology).
- foster hatred which might lead to inter-community violence in the UK (e.g. leading and actively contributing to activities that lead to tension and misunderstanding between different groups or communities)

¹ <https://www.wigan.gov.uk/Docs/PDF/WSCB/PVE-Policy.pdf>

Indicators

There are a number of behaviours which may indicate an individual is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist cause
- Attempts to recruit others to the group/cause
- Communications with others that suggest identification with a group, cause or ideology
- Using insulting or derogatory names for another group
- Increase in prejudice-related incidents committed by that person. These may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others

Procedures for Referrals

Although serious incidents involving radicalisation have not occurred at TMP College to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the communities in which we teach.

Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to refer any concerns, however small, to The Principal or Safeguarding Lead. The Principal or Safeguarding Lead will deal swiftly with any referrals made by staff or with concerns reported by staff.

We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices

The Principal or Safeguarding Lead will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix 1 – Dealing with Referrals)

Managers, Staff and Board Members

The Principal or Safeguarding Lead are the primary contacts for referrals relating to radicalisation. In the event of the absence of both, concerns will be reported to a senior member of staff.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a learner, or if they need to discuss specific young people whom they consider to be vulnerable to radicalisation.

The Role of the Curriculum

Our curriculum promotes respect, tolerance, diversity and fundamental British values (see Appendix 4 for more information on British Values). Young people are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our tutorial programme is embedded across the curriculum and underpins the ethos of TMP College. It is recognised that young people with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our learners with confidence, self-belief, respect and tolerance, as well as setting high standards and expectations for themselves.

Young people are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Staff Training

Through CPD and opportunities in college, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a college to ensure that our young people are resilient and able to resist involvement in radical or extreme activities.

It is TMP College's policy that all staff who may come into contact with students, whether as tutors, classroom support, general support staff or private instrument tutors, will undertake a compulsory nationally recognized qualification in safeguarding which includes detailed training on Prevent and anti-radicalization.

In addition, all staff will be required to undertake annual refresher training.

Policy Review

The Anti-Radicalisation Policy will be reviewed annually as part of the overall Safeguarding Policy review.

Appendix 1

Dealing with Referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

Any staff member having concern about any of these factors must inform the Principal or Safeguarding Lead as a matter of urgency.

Parents, guardians or carers may be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to help college assess whether the incident is serious enough to warrant a further referral.

Use of 'Channel' process

If considered appropriate, TMP College will refer concerns about potential radicalisation or extremism to 'Channel'², an early intervention multi-agency process designed to safeguard vulnerable people from being drawn into violent extremist or terrorist behaviour. Channel works in a similar way to existing safeguarding partnerships aimed at protecting vulnerable people.

Channel is designed to work with individuals of any age who are at risk of being exploited by extremist or terrorist ideologues. The process is shaped around the circumstances of each person and can provide support for any form of radicalisation or personal vulnerabilities.

Each Channel Panel is chaired by a local authority and brings together a range of multi-agency partners to collectively assess the risk and can decide whether a support package is needed. The group may include statutory and non-statutory partners, as well as lead safeguarding professionals. If the group feels the person would be suitable for Channel, it will look to develop a package of support that is bespoke to the person. The partnership approach ensures those with specific knowledge and expertise around the vulnerabilities of those at risk are able to work together to provide the best support.

Channel interventions are delivered through local partners and specialist agencies. The support may focus on a person's vulnerabilities around health, education, employment or housing, as well as specialist mentoring or faith guidance and broader diversionary activities such as sport. Each support package is tailored to the person and their particular circumstances.

A person will always be informed first if it's felt that they would benefit from Channel support. The process is voluntary, and their consent would be needed before taking part in the process. This process is managed carefully by the Channel Panel.

Referrals are first screened for suitability through a preliminary assessment by the Channel Coordinator and the local authority. If suitable, the case is then discussed at a Channel panel of relevant partners to decide if support is necessary.

² <https://www.gov.uk/government/publications/channel-guidance>

Contact Details

All links and contact details given below are correct as at Sept 2025.

Emergencies

If there are immediate and serious risks regarding violent extremism activity identified or any other immediate risk to life or immediate serious harm, then call Greater Manchester Police on **999**.

Police

Advice and information, plus online referral forms can be found here:

<https://www.gmp.police.uk/advice/advice-and-information/t/prevent/prevent/>

Wigan's local Prevent contact details are :-

E-mail: wigan.psrhub@gmp.police.uk

E-mail: channel.project@gmp.police.uk

E-mail: gmchannel@manchester.gov.uk

Tel: 0161 856 6362

NSPCC:

NSPCC Helpline: **0808 800 5000** email: help@nspcc.org.uk

On line form: <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/report/report-abuse-online/>

Appendix 2

Due Diligence and Counter Extremism Group advice regarding concerns about extremism

The Clarke Report into the 'Trojan Horse' allegations in Birmingham³ identified a number of behaviours in colleges which may raise concerns. This list is not exhaustive, nor should the presence of these factors necessarily be assumed to indicate extremism:

Teaching

- Political bias in the teaching of any subject, or in assemblies
- Teaching mainstream subjects partially, for reasons other than educational ones. Examples would be forbidding representational art in art and design and banning stringed instruments in music
- Modifying the curriculum by dedicating a disproportionate amount of time to religious and/or cultural subjects, or failing to teach mainstream subjects (e.g. music), or teaching belief as fact (e.g. creationism)

Management of the college

- More general non-compliance with legislation or statutory responsibilities – for example, the Equality Act or recruitment requirements.
- Inviting controversial external speakers to the college
- Arranging or facilitating activities (during the college day or outside) aimed at pupils from a particular religious or cultural background – in particular separate religious worship
- Introducing restrictive college meals policies (e.g. all halal/kosher/vegetarian)
- Changes to the make-up of the governing body so that board members from a particular and/or cultural background predominate
- More general non-compliance with legislation or statutory responsibilities – for example, the Equality Act or recruitment requirements

Treatment of pupils and staff

- Treating female pupils less favourably than male pupils in any respect
- Encouraging the segregation of pupils by gender (or tolerating self-segregation) where there is no educational rationale for this
- Encouraging or requiring pupils or staff to wear faith-related clothing or symbols
- Having discriminatory employment practices (in terms of faith, ethnic origin or gender)
- Treating female members of staff less favourably than male members of staff
- Favouring staff from a particular religious and/or cultural background over others
- Encouraging or requiring staff to wear faith-related clothing or symbols
- Treating female pupils less favourably than male pupils in any respect
- Encouraging the segregation of pupils by gender (or tolerating self-segregation) where there is no educational rationale for this.

³ <https://www.gov.uk/government/publications/birmingham-schools-education-commissioners-report>

Appendix 3

Additional materials

Wigan Borough Council:

PREVENT CHANNEL POLICY, GUIDANCE AND PROCEDURE FOR WORKING WITH ADULTS AND CHILDREN / YOUNG PEOPLE WHO ARE VULNERABLE TO THE MESSAGES OF VIOLENT EXTREMISM

<https://www.wigan.gov.uk/Docs/PDF/WSCB/PVE-Policy.pdf>

Prevent strategy, GOV.UK – Home Office (Adobe pdf file)

https://webarchive.nationalarchives.gov.uk/20130321045720/https://www.education.gov.uk/publications/eOrderingDownload/Prevent_Strategy.pdf

Learning Together to be Safe: a Toolkit to Help Colleges Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Young people, Colleges and Families (DCSF), a predecessor of the Department for Education.

https://dera.ioe.ac.uk/8396/1/DCSF-Learning%20Together_bkmk.pdf

<https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Curriculum/Promoting-British-values-in-schools.aspx>

<https://preventforfeandtraining.org.uk/home/support-staff/what-do-i-need-to-know/#:~:text=What%20are%20British%20Values%3F,with%20different%20faiths%20and%20beliefs%E2%80%9D>.

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smssc>

<https://schoolgovernors.thekeysupport.com/school-improvement-and-strategy/strategic-planning/values-ethos/promoting-british-values-in-schools/>

<https://www.nga.org.uk/Knowledge-Centre/Pupil-success-and-wellbeing/Curriculum/Promoting-British-values-in-schools.aspx>

Appendix 4: British Values

British values are defined as “democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs”.

In 2014, it became a requirement for all schools to promote British values. British values are the rules we, as a society, live by. They include:

- Democracy – British culture is built on equality and freedom and everyone has rights and responsibilities.
- Rule of law – rules help to make the UK a safe and secure environment.
- Respect and tolerance – Britain is a diverse country that is made up of many different communities, and it is important for everyone to understand that we are not all the same and must respect others’ right to have their own beliefs and values, without imposing our own on others.
- Individual liberty – the protection of your own and others’ rights.

Educational institutions are expected to:

- help learners understand a range of faiths, using a wide variety of teaching resources
- ensure all learners have a voice and are listened to
- demonstrate how democracy works by promoting democratic processes
- update curriculum to include material that helps learners to consider the strengths, advantages and disadvantages of democracy
- in the curriculum, include material on how democracy and the law work in Britain, in contrast to other forms of government in other countries