

Transitions Education

Preventing Extremism
and Radicalisation
Policy

Introduction

Transitions College are committed to providing a secure environment for students, where they feel safe and are kept safe. All adults in our college recognise that safeguarding is everyone's responsibility irrespective of the role they undertake or whether their role has direct contact or responsibility for children or not.

In adhering to this policy and procedures staff and visitors will contribute to our delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2001. This Preventing Extremism and Radicalisation Safeguarding Policy Statement is one element within our overall arrangements to Safeguard and Promote the Welfare of all Children in line with our statutory duties set out at s175 of the Education Act 2002 (s157 of the Education Act 2002.)

Our Preventing Extremism and Radicalisation Safeguarding Policy Statement also draws on:

- DfE Guidance "Keeping Children Safe in Education, 2025"
- DCSF Resources "Learning Together to be Safe", "Prevent: Resources Guide", "Tackling Extremism in the UK"
- DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People"

Statement

- 'Together' We aim for all the students, parents/carers and staff, to increase their participation within college. This is achieved through the development of inclusive cultures, policies and practices. We take account of disability, race and gender to create a secure and accepting, community where everyone feels valued.
- 'Towards' an outstanding college that provides an enriching and creative learning experience for all students. We respond to the diversity of need through our commitment to equality: overcoming potential barriers to learning and setting suitable personal targets.
- 'Success' is expected of every student. They should reach their full potential, recognising personal strengths and celebrating the achievement of themselves and others; both within college and the wider community.

The physical, mental health and emotional well-being of children; the protection of children from harm and neglect; the education, training and recreation of children; the contribution made by them to society; and their social and economic well-being.

College Ethos and Practice

When operating this policy we use the following accepted Governmental definition of extremism which is: 'Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

The full Government Prevent Strategy can be viewed at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97976/prevent-strategy-review.pdf

There is no place for extremist views of any kind in our provision, whether from internal sources (students, staff or governors) or external sources (community, external agencies or individuals). Our students see Transitions College as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

As a provision, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy. We also recognise that if we fail to challenge extremist views, we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way. We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Transitions' balanced approach is exemplified by our curriculum and associated SEND programmes.

We are also aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy for students and the Code of Conduct for Staff.

As part of wider safeguarding responsibilities, college staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of hub, such as in their homes or community groups, especially where students have not actively sought these out. Graffiti symbols, writing or art work promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting students in other settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our provision will closely follow any locally agreed procedure as set out by the Local Authority and/or our Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised consideration will be given to using the LA Channel process.

Teaching Approaches

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. At Transitions this will be achieved by quality first teaching in the classroom.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give students a positive sense of identity through the development of critical thinking skill. We will ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it. We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

- Making connections with students

- Providing a safe place to discuss issues
- Teaching our students with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of our college so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation.

Parental and Community Involvement

We will also work with local partners, families and communities in our efforts to ensure our college understands and embraces our local context and values in challenging extremist views and to assist in the broadening of our student's experiences and horizons.

Use of External Agencies and Speakers

We encourage the use of external agencies or speakers to enrich the experiences of our students, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our students. To do this we will use our authority's guidance for Managing the Work of External Agencies

Such vetting is to ensure that we do not unwittingly use agencies that contradict each other with their messages or that are inconsistent with, or are in complete opposition to, the college's values and ethos. We must be aware that in some instances the work of external agencies may not directly be connected with the rest of the curriculum; so, we need to ensure that this work is of benefit to all students.

Our provision will therefore assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- All messages communicated to students are consistent with the ethos of the college and do not marginalise any communities, groups or individuals
- All activities are properly embedded in the curriculum and clearly mapped to schemes of work and matched to the needs of students

By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, we will strive to ensure our students recognise risk and build resilience to manage any such risk themselves where appropriate to their age and ability but also to help students develop the critical thinking skills needed to engage in informed debate.

Whistle Blowing

Where there are concerns of extremism or radicalisation Students and Staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence.

Child Protection

Please refer to our Child Protection Policy for the full procedural framework on our Child Protection duties.

Staff at our college will be alert to the fact that whilst Extremism and Radicalisation is broadly a safeguarding issue there may be some instances where a child or children may be at direct risk of harm or neglect. For example; this could be due to a child displaying risky behaviours in terms of the activities they are involved in or the groups they are associated with or staff may be aware of information about a child's family that may equally place a child at risk of harm. (These examples are for illustration and are not definitive or exhaustive) Therefore all adults working at our provision (including visiting staff, volunteers' contractors, and students on placement) are required to report instances where they believe a child may be at risk of harm or neglect.

The Designated Safeguarding Lead will attend training courses as necessary and the appropriate inter-agency training organised by the Safeguarding Children Board at least every two years, again this will include training on extremism and radicalisation and its safeguarding implications.

Recruitment

The arrangements for recruiting all staff, permanent and volunteers, to our provision will follow LA guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that DBS checks are always made at the appropriate level, that references are always received and checked and that we complete and maintain a single central record of such vetting checks.

We will apply safer recruitment best practice principles and sound employment practice in general and in doing so will deny opportunities for inappropriate recruitment or advancement. We will be alert to the possibility that persons may seek to gain positions within our provision so as to unduly influence our hubs character and ethos. We are aware that such persons seek to limit the opportunities for our students thereby rendering them vulnerable to extremist views and radicalisation as a consequence. Therefore, by adhering to safer recruitment best practice techniques and by ensuring that there is an on-going culture of vigilance within our provision and staff team we will minimise the opportunities for extremist views to prevail.

Policy Due for Renewal: September 2026

Signed: Chris Manton & Hannah Manton

Directors

Date: 01/09/2025