



# **DOWNSVIEW PRIMARY SCHOOL PREVENTING EXTREMISM AND RADICALISATION SAFEGUARDING POLICY**

Originator: Meghan Pugh  
Updated: December 2024  
Date for revision: December 2025

Downsview Primary School  
Biggin Way  
Upper Norwood  
London  
SE19 3XE

Telephone: 020 8764 4611  
Email: [sec1@downsview.croydon.sch.uk](mailto:sec1@downsview.croydon.sch.uk)  
Webpage: [www.downsview.croydon.sch.uk](http://www.downsview.croydon.sch.uk)

## Introduction

Downsview Nursery and Primary School is committed to providing a secure environment for its pupils, where they feel safe and are kept safe. All adults at our school 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 the procedures therein, staff and visitors contribute to Downsview School's delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004<sup>1</sup>. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school 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.

Our school's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in the "London Child Protection Procedures" and DfE Guidance "Keeping Children Safe in Education, 2023"; and specifically 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" and Peter Clarke's Report of July 2014.

## School 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 acceptance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.*

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff or governors, or external sources - school community, external agencies or individuals. Our pupils see our school 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 school 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 pupils.

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.

Therefore, at Downsview we provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become accepting of difference and diversity and also to ensure that they thrive, feel valued and not marginalized.

Furthermore, we are 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, pupils 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 pupils or staff is always challenged and where appropriate dealt with in line with our Behaviour Policy for pupils and the Code of Conduct for staff.

Where misconduct by a teacher is proven, the matter will be referred to the National College for Teaching and Leadership for their consideration as to whether a Prohibition Order is warranted.

<sup>1</sup> *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.*

As part of wider safeguarding responsibilities school staff are alert to:

- disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where pupils have not actively sought these out
- graffiti symbols, writing or art work promoting extremist messages or images
- pupils 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 pupils in other schools or settings
- pupils voicing opinions drawn from extremist ideologies and narratives
- use of extremist or 'hate' terms to exclude others or incite violence
- unaccepting of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, the 9 protected characteristics
- attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views

Our school closely follows any locally agreed procedure, as set out by the Local Authority and Croydon's Safeguarding Children Board's (CSCB) agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

### **Teaching Approaches**

All members of staff 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. In our school this is achieved by good teaching, primarily via PSHE; but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' DfE 2011.

We ensure that all of our teaching approaches help our pupils build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

We are flexible enough to adapt our teaching approaches, as appropriate, to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation. In doing so we apply the 'key ingredients' for success, as set out in the Table on Page 15 of that document, see Appendix A, and we apply the methodologies set out in that document following the three broad categories of:

- making a connection with young people through good [teaching] design and a pupil centered approach
- facilitating a 'safe space' for dialogue, and
- equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach is embedded within the ethos of our school so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This works in conjunction with our school's approach to the spiritual, moral, social and cultural development of pupils, as defined in OFSTED's School Inspection Handbook, and includes the sound use of assemblies and liturgies to help further promote this rounded development of our pupils.

Our goal is to build mutual respect and understanding and to promote the use of dialogue through our Restorative practice as a form of conflict resolution and building positive relationships. We achieve this by using a curriculum that includes:

- discussions and lessons on how to be a good citizen

#### Preventing Extremism Policy

- Jigsaw our PSHCE programm
- open discussion and debate
- work on respecting others and a restorative practice addressed throughout curriculum, especially in religious Education, PSHCE and assemblies

We also work with local partners, families and communities in our efforts to ensure that we understand and embrace our local context and values in challenging extremist views and assist in the broadening of our pupil's experiences and horizons. We help support pupils who may be vulnerable to such influences, as part of our wider safeguarding responsibilities, and where we believe a pupil is being directly affected by extremist materials or influences, we ensure that that pupil is offered mentoring. Additionally, in such instances, our school can seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

At Downsview, we promote the 'British Values' of democracy, the rule of law, individual liberty, mutual respect and acceptance for those with different faiths and beliefs. We teach and encourage pupils to respect one another and to respect and accept differences, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

#### **Use of External Agencies and Speakers**

Prior to a visit, the school will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- any messages do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies
- activities are properly embedded in the curriculum and clearly mapped to schemes of work to avoid contradictory messages or duplication.
- activities are matched to the needs of pupils
- activities are carefully evaluated by schools to ensure that they are effective

School staff will always be present when we host visits from external agencies and speakers.

We recognise, however, that the ethos of our school is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able to actively engage with them in informed debate, and we may use external agencies or speakers to facilitate and support this.

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

#### **Whistle Blowing**

Where there are concerns of extremism or radicalisation Pupils and Staff are encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. *Please see our Whistleblowing Policy for further information.*

#### **Child Protection**

Please refer to our Safeguarding Policy for more information on our Child Protection duties.

Members of staff at Downsview are 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 Downsvie (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 to the Designated Safeguarding Lead who is the Headteacher.

The Child Protection reporting arrangements are set out fully in our Safeguarding Policy and are summarised here, as follows:

- Inform the DSL immediately of any concern you have regarding the safety and well-being of a child
- In the DSL's absence or their unavailability, immediately inform the deputy DSL of any concern you have regarding the safety and well-being of a child
- You will be asked to write a report and upload it to CPOMS so it is available for the Safeguarding team

### **Role of the Designated Safeguarding Lead**

**The Designated Safeguarding Lead is:**

**Downsvie:**

Meghan Pugh  
Caroline Hussey  
Emma Ricketts  
Nikki Gray  
Annette Nelson  
Alison Pemberton  
David Linton  
Alison Hearne-Reed

The Designated Safeguarding Leads work in line with the responsibilities as set out at Annex B of the DfE Guidance 'Keeping Children Safe in Education'.

The Designated Safeguarding Leads are also the focus person and local 'experts' for school staff, and others, who may have concerns about an individual child's safety or well-being and is the first point of contact for external agencies

In line with Recommendation 2 of Peter Clarke's Report; at Downsvie the role of the Designated Safeguarding Lead will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

### **Training**

Whole school in-service training on Safeguarding is organised for all staff and governors at least every year and complies with the prevailing arrangements agreed by the Local Authority and does, in part, include training on extremism and radicalisation and its safeguarding implications.

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

### **Recruitment**

The arrangements for recruiting all staff, permanent and volunteers, to our school closely follows Croydon's 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 apply safer recruitment best practice principles and sound employment practice in general and in doing so deny opportunities for inappropriate recruitment or advancement.

#### Preventing Extremism Policy

We are alert to the possibility that persons may seek to gain positions within our school so as to unduly influence our schools character and ethos. We are aware that such persons seek to limit the opportunities for our pupils 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 school and staff team we aim to minimise the opportunities for extremist views to prevail.

#### **Role of Governing Board**




The Governing Board of our School undertakes appropriate training to ensure that they are clear about their role and the parameters of their responsibilities as Governors, including their statutory safeguarding duties.

The Governing Board of our school fully supports the ethos and values of our school and supports the school in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report, details of our Governing Board is published on our school website to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education, 2023' the Governing Board regularly challenge the school's senior leadership team on the delivery of this policy and monitor its effectiveness.

Governors review this policy annually and may amend and adopt it outside of this timeframe in accordance with any new legislation or guidance or in response to any quality assurance recommendations pertaining to the delivery of this policy and the overall safeguarding arrangements made.

<p><b>PUSH FACTORS</b> – factors that push an individual/ make an individual vulnerable to extremist messages</p> <p>Lack of excitement; frustration</p> <p>Lack of sense of achievement – seen as significant. 'lack of purpose' // Confidence in the future, life goals.</p> <p>Lack of an outlet for views.</p> <p>Gaps in knowledge or understanding of Islam – both young people and their parents</p> <p>Sense of injustice</p> <p>Actual or perceived humiliating experiences. (including bullying, racial discrimination as well as perceived humiliating experiences. Perhaps linked closely to sense of injustice)</p> <p><i>Exclusion – lack of belonging to peer or community networks, associations etc.</i></p> <p><b>Below the line: factors that are out of scope of this study</b></p> <p>Disruptive home life.</p> 	<p><b>KEY INGREDIENTS</b></p> <p><b>Teacher confidence</b> in many cases it will be the use of existing teaching skills and methods which may well be the most effective approach. From prison settings, staff who are more confident in their abilities tend to perform much better even though they have not received specialist training</p> <p><b>Teacher attitudes and behaviours</b></p> <ul style="list-style-type: none"> <li>•Willingness to admit you don't know</li> <li>•Acknowledging controversial issues exist</li> <li>•Awareness that I have a role to play</li> <li>•Willingness to turn to others for help when you don't know about something</li> </ul> <p><b>Specific knowledge:</b></p> <ul style="list-style-type: none"> <li>•Understanding other cultures and religions as well as alternative values and beliefs (whilst being careful to avoid 'othering')</li> <li>•Knowledge of an alternative values framework</li> </ul> <p><b>Teaching practice/ pedagogy:</b></p> <ul style="list-style-type: none"> <li>•Boosting critical thinking (seeing through propaganda, singular messages etc)</li> <li>•Helping to see multiple perspectives</li> <li>•Using multiple resources/methods</li> <li>•Embedding or sustaining dialogue following specialist interventions.</li> <li>•Enabling students to tackle difficult issues.</li> <li>•Linking school work to the wider community</li> <li>•Drawing evidence from across the curriculum</li> <li>•Developing in young people a sense of multiple identities. help young people become aware of, and comfortable with, multiple personal identity</li> </ul> <p>Other factors</p> <p>Support from senior leaders</p> <p>Pupil support processes</p> 	<p><b>PULL FACTORS</b> - Factors that draw young people into extremist messages</p> <p>Charismatic/confident individuals (recruiters).</p> <p>Networks/sense of belonging</p> <p>Broader community views which enable or do not oppose extremism.</p> <p>Persuasive, clear messages. Exploiting knowledge gaps</p> <p>Sense of dignity and importance and loyalty</p> <p>Exciting (non-teaching) activities.</p> <p>Sense of purpose in life</p> 
--	---	--