ABINGDON
HOUSE SCHOOL

Preventing Extremism and Radicalisation Safeguarding Policy

Responsible Person: DSL
Last Review Date: August 2026
Review Cycle: Annual
Next Review Date: August 2027
(to be reviewed alongside Safeguarding (Child Protection) Policy)

In all AHSPurley Policies, unless the specific context requires otherwise, the word “parent” imports the meaning parent, guardian, carer or any other person in whom is vested the legal duties and responsibilities of a child’s primary caregiver.

If you require a copy of this document in large print, braille or audio format, please contact the AHSPurley Office.

AHSP employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Care Check (DBS)
Educare (online CPD)

Introduction

Abingdon House School, Purley (AHSPurley) is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in AHSP documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996 as updated, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023 considers a 'parent' to include:
all biological parents, whether they are married or not
any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of, among others, the following consulting companies to ensure regulatory compliance and the implementation of best practice:

Peninsula BrightHR
Peninsula Health and Safety
Atlantic Data (DBS)
Educare (online CPD)
SchoolPro (data protection)
Marsh Commercial (insurance)
VWV (legal)

AHSPurley is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at AHSPurley.

The policy documents of AHSPurley are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect before the scheduled re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Purpose of this Policy

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

In adhering to this policy, and the procedures therein, staff and visitors will contribute to our delivery of the outcomes to all students, as set out in section 10 (2) of the Children's Act 2004. This Preventing Extremism and Radicalisation Safeguarding Policy is one element within our overall school arrangements to safeguard and promote the welfare of all students in line with our statutory duties set out at section 175 of the Education Act 2002.

This policy also draws upon the guidance contained in:

- the London Safeguarding Children Board's *London Child Protection Procedures and Practice Guidance*;
- DfE guidance (2025) "Keeping Children Safe in Education KCSIE" (September 2025);
- HM Government Working Together to Safeguard Children (2018)
- HM Government Prevent Duty Guidance for England and Wales and,
- specifically, DIUS and others (2009) *Learning Together to be Safe: A toolkit to help colleges contribute to the prevention of violent extremism*.

School Ethos and Practice

When operating this policy, AHSP uses 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.

There is no place for extremist views of any kind in our School, whether from internal sources – students, staff or Governors, or external sources - School Community, external agencies or

individuals. Our students 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 students 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.

Therefore, at AHSP, we 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 marginalised.

Furthermore, at AHSP, we are aware that students and 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 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 Code of Conduct for staff.

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

- Disclosures by students 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 students have not actively sought these out;
- Graffiti symbols, writing or artwork 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 schools or 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; and
- Students or young people disclosing information about extremist or terrorist actions.

Our school will closely follow any locally-agreed procedure, as set out by the Local Authority, and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

Teaching Approaches

We will strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches students may experience elsewhere may make it harder for them to challenge or question these radical influences. In our School, this will be achieved by good teaching, Curriculum Enrichment, assemblies, circle time, school rules and wider opportunities. Our Core Principles are at the heart of all we do at AHSP and will act to support our students in their personal development and to keep them safe.

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 skills. 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, to address specific issues as they arise so that our teaching becomes even more relevant to the current concerns related to extremism and radicalisation. We will do this by:

- Making a connection with young people through good teaching and a student-centred approach;
- Providing each student with a staff mentor who will follow them through their time at AHSP, and ensure that their needs are being recognised and addressed;
- Facilitating a ‘safe space’ for dialogue; and
- Equipping our students with the appropriate skills, knowledge, understanding and awareness for resilience.

This approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our School’s approach to the spiritual, moral, social and cultural development of students as defined in ISI’s School Inspection Handbook and will include the use of assemblies to help further promote this rounded development of our students.

Our goal is to build mutual respect and understanding and to promote the use of dialogue not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Personal, social, health and citizenship education (“PSHCE”);
- Spiritual, moral, social and cultural development (“SMSC”);

- Open discussion and debate;
- Social Skills and Life Skills;
- Work on anti-violence, anti-bullying and a restorative approach addressed throughout curriculum;
- Integrated Therapy with HCPC therapists;
- Active promotion of students' 'voice', through initiatives such as the School Council and mentoring sessions; and
- Focused educational programmes.

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

At AHSP, we will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage students to respect one another and to respect and tolerate differences, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our students safe and prepare them for life in modern multicultural Britain and globally.

Use of External Agencies and Speakers

At school, 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 that we engage to provide such learning opportunities or experiences for our students. 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 opposition to, the School's values and ethos. We must be aware that, in some instances, the work of external agencies may not directly connect with the rest of the school curriculum so we need to ensure that this work is of benefit to students. All external speakers are supervised during their visit by a member of staff, ensuring that the School's values, ethos and policies are followed at all time.

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

- Any messages communicated to students are consistent with the ethos of AHSP 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 students 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 students; and
- Activities are carefully evaluated by AHSP to ensure that they are effective.

We recognise, however, that the ethos of AHSP is to encourage students 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.

Therefore, 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 'blow the whistle' or raise any issue in confidence. (See the **Whistle Blowing Policy**.)

Child Protection

Please refer to our **Safeguarding Children & Child Protection Policy** for the full procedural framework on our child protection duties and responsibilities.

Staff 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 students 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 or the groups they are involved in or 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 only and are neither definitive nor exhaustive.

Accordingly, all adults working at AHSP (including visiting staff, volunteers, contractors or 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 or Headteacher.

The Department for Education has a dedicated telephone helpline to enable staff or Governors to raise concerns relating to extremism. In non-emergency situations, there is an email address that can be used to contact the DFe. Should staff not be able to report concerns to the DSL or Headteacher during the school day in which they became concerned about a student, the contacts below can be used by the staff directly.

T:0207 340 7264
E: counter.extremism@education.gsi.gov.uk (for non-emergency concerns)

Role of the Designated Safeguarding Lead

The Designated Safeguarding Leads works in line with the responsibilities set out in Annex B of *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges* (2023) and is the focus person and local 'expert' 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.

Training

Whole-school in-service training on safeguarding children and child protection:

- Will be organised for staff and Governors at least every three years;
- Will comply with the prevailing arrangements agreed by the Local Authority; and
- Will, in part, include training on extremism and radicalisation and its safeguarding implications.

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

Recruitment

The arrangements for recruiting all staff (permanent or temporary) and volunteers to our School will follow guidance for safer recruitment best practice in education settings, including, but not limited to, ensuring that Disclosure and Barring Service ("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 School so as to unduly influence AHSPurley's 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 ongoing culture of vigilance within our school and staff team we will minimise the opportunities for extremist views to prevail.

Role of the Governing Body

The Governing Body of our School will undertake 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 Body will support the ethos and values of AHSP and will support the School in tackling extremism and radicalisation.

In line with the provisions set out in *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges*, the Governing Body will challenge AHSP's Senior Leadership Team ("SLT") on the delivery of this Policy and monitor its effectiveness.

Governors will review this Policy regularly 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.