Motcombe School

Flying high together

Preventing Extremism and Radicalisation Policy

Adopted on 13 October 2021

Review Annually in Term 1

Last Review: September 2026

Our Motto

Flying High Together

Our School Vision

"We are dedicated to ensuring every child is included, supported and valued and has a true sense of belonging"

Our School Values

We will support every child ….

to have academic confidence
to make safe and sensible choices
to be physically fit
to gain mental strength through resilience
to show kindness

Ethos

Every child is unique and individuality is encouraged. We believe that our hygge-inspired environment supports this by promoting children's emotional wellbeing and mental health. We ignite curiosity and wonder and this enables them to learn well.

Equal Opportunities
At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement
Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have easy access into the main part of both buildings and have accessible toilet facilities.
As with any additional needs the school works closely with parents and appropriate outside agencies.

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Introduction

Motcombe School is committed to providing a secure environment for pupils, where children feel safe, are kept safe and nurtured at school. All adults at Motcombe 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 will contribute to the delivery of the outcomes to all children, as set out in s10 (2) of the Children Act 2004.

This Preventing Extremism and Radicalisation Safeguarding Policy is one element within the 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.

Motcombe School's Preventing Extremism and Radicalisation Safeguarding Policy also draws upon the guidance contained in:

- The "Pan Sussex Child Protection Procedures"
- Department for Education (DfE) Guidance "Keeping Children Safe in Education
- September 2020";
- Department for Children, Schools and Families (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.

Ethos and Practice

When operating this policy our Motcombe School 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 Motcombe School, whether from internal sources, pupils, members of staff or governors, or external sources, external agencies or individuals. Our pupils see Motcombe 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.

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, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant 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 members of staff will always be challenged and where appropriate dealt with in line with our Relationships and Behaviour Policies for pupils and the Code of Conduct for Employees. 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.

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

- Disclosures by pupils of their exposure to the extremist actions, views or materials of others outside of their 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
- Intolerance of difference, whether secular or religious or, in line with our Equality 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.

Motcombe School will closely follow any locally agreed procedure as set out by the Local Authority and/or the East Sussex Safeguarding Children Partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

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. In Motcombe School this will be achieved by good teaching, primarily via Personal, Social and Health Education (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 will 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 will ensure that all of our members of 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. In doing so we will apply the 'key ingredients' for success following the three broad categories of:

- Making a connection with young people through good [teaching] design and a pupil centred approach
- Facilitating a 'safe space' for dialogue, and
- Equipping our pupils with the appropriate skills, knowledge, understanding and awareness for resilience.

Therefore, this approach will be embedded within the ethos of Motcombe School so that pupils know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with Motcombe School's approach to the spiritual, moral, social and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include the sound use of assemblies 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 not violence as a form of conflict resolution. We will achieve this by using a curriculum that includes:

- Citizenship programmes
- Open discussion and debate
- Work on anti-violence and a restorative approach addressed throughout curriculum
- Focused educational programmes

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

We will 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 will ensure that that pupil is offered mentoring. Additionally, in such instances Motcombe School will seek external support from the Local Authority and/or local partnership structures working to prevent extremism.

British Values

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 pupils to respect one another and to respect and tolerate difference, 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 multicultural Britain and globally.

The Department for Education published guidance on promoting British values in schools to ensure young people leave school prepared for life in modern Britain. Promoting fundamental British values as part of Spiritual, Moral, Social and Cultural curriculum (SMSC) in schools (November 2014).

Through our provision of SMSC, we will ensure learning and teaching opportunities:

- Enable students to develop their self-knowledge, self-esteem and self-confidence
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of their school and to society more widely
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling
- students to acquire an appreciation of and respect for their own and other cultures.

Use of External Agencies and Speakers
We encourage the use of external agencies or speakers to enrich the experiences of our pupils, however we will positively vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences for our pupils.

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, Motcombe School'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 Motcombe School curriculum so we need to ensure that this work is of benefit to pupils.

Motcombe 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 Motcombe 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 Motcombe School to ensure that they are
- effective. We recognise, however, that the ethos of Motcombe 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 broad and balanced curriculum, augmented by the use of external sources where appropriate, we will 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 members of staff will be encouraged to make use of our internal systems to Whistle Blow or raise any issue in confidence. Please refer to Motcombe School's Whistleblowing Policy – Raising Concerns.

Child Protection
Please refer to Motcombe School's Child Protection and Safeguarding Policy for the full procedural framework on our Child Protection duties.

Members of 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 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 members of staff may be aware of information 8 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 Motcombe School (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.

Role of the Designated Safeguarding Lead (DSL)
The DSL is: Mrs Tracy Robinson

The DSL works in line with the responsibilities as set out in the DfE Guidance 'Keeping Children Safe in Education' (September 2020).

The DSL is the focus person and local 'expert' for Motcombe School members of 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; the role of the DSL will be extended, at the appropriate time, to include the responsibilities of the PREVENT strand of the Government's counter-terrorism strategy.

Training
Whole Motcombe School in-service training on Safeguarding and Child Protection will be organised for members of staff and governors at least every three years and will comply with the prevailing arrangements agreed by the Local Authority and East Sussex Safeguarding Children Partnership and will, in part, include training on extremism and radicalisation and its safeguarding implications.

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

Recruitment
The arrangements for recruiting all members of staff, permanent and volunteers, to Motcombe School will follow 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 Motcombe School so as to unduly influence our Motcombe School's 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 ongoing culture of vigilance within Motcombe School and staff team we will minimise the opportunities for extremist views to prevail.

Role of Governing Body
The Governing Body of Motcombe 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 of Motcombe School will support the ethos and values of Motcombe School and will support Motcombe School in tackling extremism and radicalisation.

In line with Recommendation 13 of Peter Clarke's report details of our Governing Body will be published on our Motcombe School's websites to promote transparency.

In line with the provisions set out in the DfE guidance 'Keeping Children Safe in Education 2020' the Governing Body will challenge Motcombe School's Senior Leadership Team on the delivery of this policy and monitor its effectiveness.

Policy Review
The Governing Body's Policies Working Party will 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.