



Date of Statement: 19 November 2016

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Prevent Statement

Reach is committed to providing a secure environment for students and all staff recognise that safeguarding and creating a safeguarding culture is the responsibility of everyone who works here.

Reach supports the Home Office '4P' Prevent strategy to combat radicalisation and terrorism: Protect, Prepare, Pursue, Prevent.

Whilst the first three strands are clearly the remit of the government and security services, the fourth one is one to which schools and those who work with young people in a wider setting such as Youth workers or Social Services can contribute. Reach acknowledges this, supports the strategy and strives to take an active part of the 'Prevent' section of the strategy both at whole school and an individual level.

Prevent is a strategy that works to prevent the growth of issues that create a climate which facilitates radicalisation to occur, by creating a climate of mutual trust in which young people grow and develop. This climate works against creating circumstances in which young people feel isolated and become vulnerable to exploitation by those who wish to further a radical agenda. The creation of a school that is a secure and safe place based on appreciation and respect for all, has always been a stated aim of Reach and continues to be so in the school's clear statement of Equality and related policies and procedures.

Extremism in all its forms has no place at Reach, as exposure to both extremist materials and influences is detrimental to the development of young people. Extremists of all kinds aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice. Education is a powerful weapon against this as it equips young people with the knowledge, skills and sound judgement to challenge and debate these issues in a secure environment.

At Reach the Prevent strategy is furthered by:

- Raising awareness of the issue of radicalisation with staff so that those who work with young people at Reach appreciate that they are a front line strategy, and act accordingly. This is done through staff training, which is delivered and revisited at appropriate times through the year as opportunities arise. Reach staff appreciate how positive relationships created within school can remedy the factors that create the environment for dangers of radicalisation.
- Raising student awareness through the curriculum, where a clear understanding of history/religion/tradition promotes an appropriate understanding of the origins of movements such as Nazism and promoting an understanding of Islam and other world religions based on peaceful messages and intent. The informal curriculum is there to encourage students to want to be part of an inclusive society, and students are encouraged through learning to strengthen their sense of belonging. Subjects will, when applicable, foster an understanding of what terrorism is and how it occurs.

- Creating an inclusive school, which appreciates the importance of SMSC (Spiritual, Moral, Social and cultural) and FBV (fundamental British Values) and delivers them through a shared curriculum for all, encouraging full participation in a broad and balanced curriculum, including the informal curriculum, which celebrates the diversity of the school community and aims to make students feel valued and included.

At Reach 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 learners 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 learners or staff will always be challenged and dealt with in line with the relevant policies on student behaviour or staff conduct.

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 young people may experience elsewhere may make it harder for them to challenge or question these radical influences.

We will strive to ensure that our support and approaches will help our students build resilience to extremism and give them a positive sense of identity through the development of critical thinking skills.

We will provide staff training to ensure that all of our staff are equipped to recognise extremism and are skilled and confident enough to challenge it.

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 also work with local partners, families and communities in our effort to ensure Reach students understand and embrace our local context and values in challenging extremist views, and to assist in the broadening of young people's experiences and horizons.

We will help support learners 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 refer the student through the reporting process for help and support.

The Role of the Curriculum

Our curriculum promotes respect, tolerance and diversity. Students 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 PSHE (Personal, Social, health, Education), SMSC (Spiritual, Moral, Social and Cultural) and FBV (Fundamental British Values) provision is embedded across the curriculum and through the wider school life, and it underpins in the inclusive ethos of the school.

It is recognised that students with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our students with confidence, self-belief, resilience, respect and tolerance as well as setting high standards and expectation for themselves.

Students are regularly taught 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

Parent Communication

The Policy will be displayed on the Reach Website

Parents will be informed about the Prevent Policy and discuss its content at Student induction.

If there are concerns regarding a pupils behaviour around the prevent agenda it will be discussed with parents.

If a referral is made under Prevent, parents/carers will be informed of the referral and the reason for it.

If a pupil is going to be interviewed by a Prevent (or Police) Officer an appropriate member of staff will be present to support the young person.

Staff Training

Through INSET opportunities in school we will ensure that our governors and staff are full aware of the threats, risk and vulnerabilities that are linked to radicalisation and how this might be identified early on.

Definitions for clarification

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views which may deny rights to any group or individual. It can be expressed in vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty and respectful tolerance of different faiths or beliefs.