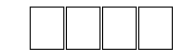
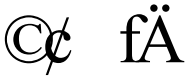
Preventing Extremism and Radicalisation Policy

Colegio Internacional Meres





This policy is applicable to all schools in Spain

Registered in England & Wales - Cognita Schools Limited No. 02313425
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COGNITA

THRIVE IN A RAPIDLY EVOLVING WORLD

School and Cognita contact names	
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Any other staff trained to Advanced Safeguarding level	Luis Carlos Jimenez Gamez" luiscarlos.jimenez@cognita.com
Headteacher/Principal	Luis Carlos Jimenez Gamez" luiscarlos.jimenez@cognita.com
Managing Director/Chair of Governors	Álvaro de Miguel Regional Manager Southern Europe
Regional Safeguarding Lead	Alison Barnett

Third party contacts	
Centre for the Coordination of Information on Radicalisation (CCIR) Ministerio del Interior	**www.stop-radicalismos.es** **stop-radicalismos@interior.es** **900822066** **The ALERTCOPS App**
Our school follows the safeguarding protocols and procedures of the LOPIVI and our local social services/safeguarding authorities	**Dirección General de Inclusión Educativa y Ordenación** • **Mail**: dg.inclusionyordenacion@asturias.org • Phone: 985 108 656 • Address: Plaza España, 5. 33007 Oviedo
Where there is a risk of immediate serious harm to a child a referral should be made to children's social services immediately by the Child Protection and Wellbeing Coordinator. If a child is in immediate danger, ring 112.	
Local Police Emergency	112

Local Police Non-emergency	092

See Safeguarding and Child Protection Policy for further sources of support and advice.

1. Purpose

1.1. This Safeguarding: Preventing Extremism and Radicalisation Policy is part of our commitment to keeping children safe. In 2015, the Ministerio del Interior in Spain approved the «Plan Estratégico Nacional de Lucha contra la Radicalización Violenta» (National Plan Against Radicalisation). This Plan is coordinated by the National Group Against Violent radicalisation, comprised of twelve ministerial departments, the CNI, the Federation of Municipalities and Provinces, as well as other official departments. The national group coordinates local groups comprised of local Police, Town halls, schools, Social Services and at-risk groups. The national and local groups are at an early stage of implementation and there is not specific protocol which schools should follow. As a result of this, school's obligations lie within their broader responsibilities under Article 13 of the Ley Orgánica (LO 1/1996) which states schools must communicate cases of suspected abuse or neglect. This law states that "any person or authority, and especially those in certain professions or roles, detecting a situation of suspected risk or neglect of a minor, must communicate the matter to the nearest authority, without prejudice to providing immediate assistance if required".

1.2. The Ley Integral de Protección de la Infancia y la Adolescencia frente a la Violencia (LOPIVI 8/2021 of 4 June) Article 24 states that "The competent public administrations shall adopt necessary measures of awareness-raising, prevention and early detection to protect children and young people from processes which model violent behaviour or criminal conduct leading to violence in any sphere as well as measures for the treatment and assistance where cases occur. Preventive measures will consider factors such as gender and age.

1.3. Schools are in a unique position to notice concerns or changes in pupil's behaviour because they have regular interactions with them. They, also have an important part to play in both educating children and young people about extremism, recognising when pupils start to become radicalised and prevent them from being influenced.

1.4. Safeguarding pupils from all risks of harm, including those pupils in Early Years is an important part of a school's work and protecting them from extremism is one aspect of that. The duty to prevent children and young people being radicalised is set out in the following legislation and documents:

- The Ley Integral de Protección de la Infancia y la Adolescencia frente a la Violencia (LOPIVI 8/2021 of 4 June).
- Ley Orgánica 2/2015, de 30 de marzo, por la que se modifica la Ley Orgánica 10/1995, de 23 de noviembre, del Código Penal, en materia de delitos de terrorismo.

- Ley Orgánica 4/2015, de 30 de marzo, de protección de la seguridad ciudadana.
- Keeping Children Safe in Education (latest version)

2. Ethos

2.1. We ensure that through our school vision, aims, rules, diverse curriculum and teaching, we promote tolerance and respect for all cultures, faiths and lifestyles. The Managing Director, on behalf of the proprietor, ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare

3. Risk Assessment

3.1. We carry out an annual risk assessment which will identify the risk of pupils being drawn into terrorism or extremism. This risk assessment will look at the general risks (including online) affecting children and young people in the local area and the specific risks which may affect groups or individuals within the school, and it will propose measures to mitigate and manage these risks. It will also consider the filtering and monitoring systems and processes that are in place to keep pupils safe online at school, and how any concerns arising from search activity are acted upon.

3.2. In Spain, the national anti-terrorist alert level is currently Level 4 (High Risk).

Vigilance is vital regardless of the current national threat level.

If you have information about possible terrorist activity, you can inform the authorities by phone, email or App using the contacts above.

For warnings about urgent threats (for example, a possible bomb threat) please call 112 immediately..

4. Responsibilities and Training

4.1. The Managing Director, on behalf of the proprietor, will liaise with the Headteacher/Principal and the Child Protection and Wellbeing Coordinator on matters relating to preventing extremism and radicalisation and will monitor and evaluate the school's compliance with this duty, primarily by way of updates from the Child Protection and Wellbeing Coordinator (CPC) /Preventing Radicalisation Lead. The CPC has oversight of matters related to this policy but does not have to be the Preventing Radicalisaton Lead

for the school; the Preventing Radicalisation Lead should be a full-time member of senior management (where operationally possible).

4.2. The proprietor will:

- Conduct an annual review of safeguarding, which includes the school's compliance with local procedures and this policy.
- Ensure that this policy is understood and effectively implemented by staff throughout the school.
- Ensure that all staff who have contact with pupils undergo training around preventing radicalisation every three years
- Ensure that the school's preventing extremism and radicalisation policies and procedures and general safeguarding arrangements consider the policies and procedures of local authorities.

4.3. The Child Protection and Wellbeing Coordinator/Preventing Radicalisation Lead will:

- Be responsible for and the single point of contact to oversee and coordinate the school's implementation of preventing extremism and radicalisation procedures
- Provide appropriate prevention of extremism and radicalisation training to all staff so that they (a) understand the general risks affecting pupils at the school; (b) are able to identify individual pupils who might be at risk of radicalisation; and (c) know what to do to support these pupils
- Provide advice and support to other members of staff on protecting pupils from the risk of radicalisation, including online safety
- Liaise with local agencies, including the Police and the local agencies, to establish what advice and support they can provide and to seek guidance on the general levels of risk within the local area
- Receive and act upon safeguarding concerns about children and young people who may/may not be vulnerable to radicalisation
- Have responsibility for ensuring that any visiting speakers as appropriate/relevant, whether invited by staff or pupils, are suitable and are appropriately supervised (see below, and Safeguarding and Child Protection Policy for full details)
- Report significant concerns/incidents/events to the Regional Safeguarding Lead who will escalate the matter to the Managing Director incas needed. A Serious Incident Report From may be required (if so, this will be directed by the RSL/ Head of H&S).

4.4. All staff will:

- Undergo regular training according to the Cognita requirements so that they have the knowledge and confidence to be able to:
    a) understand the general risks of radicalisation affecting pupils at the school;

b) identify individual pupils who might be at risk of radicalisation and spot signs of extremism;
c) challenge extremist views; and
d) provide appropriate advice to pupils who are at risk of radicalisation.

- Be alert to changes in pupil's behaviour (emotional, physical or verbal) which could indicate that they may need help or protection in relation to radicalisation and pass the concerns on to the CPC/Preventing Radicalisation Lead.
- Use their professional judgement in identifying pupils who might be at risk of radicalisation and act proportionately. Have responsibility for ensuring that any visiting speakers whether invited by staff or pupils are suitable and are appropriately supervised.
- Observe as far as is operationally possible, pupil's online activity in class in relation to radicalisation, reporting any concerns to the CPC/Preventing Radicalisation Lead
- Be alert to violent extremism but also non-violent extremism, including certain divisive or intolerant narratives which can reasonably be linked to terrorism

5. Concerns

5.1. All staff and visitors to the school must report all concerns about pupils who show signs or indicators of vulnerability to radicalisation to the CPC or, in their absence, to the Deputy CPC, who will seek support as needed from the RSL. For further details about general safeguarding concerns, please see the school's Safeguarding and Child Protection Policy, which can be found on the school website.

5.2. If the CPC becomes aware of a concern relating to the radicalisation of a pupil, they will discuss this with the Headteacher/Principal (and RSL where needed) so that appropriate actions can be taken to safeguard the pupil and appropriate referrals can be made.

5.3. There must be no delay.

6. Referral Process

6.1. Appropriate referrals to external agencies will be made where needed. Each local authority will have their preventing radicalisation and extremism referral process, and the CPC and Preventing Radicalisation Lead must have knowledge of this. When making a referral, the school will be mindful for the need for proportionality. A risk-based approach will always be followed, using professional judgement and curiosity. There will be one consistent and proportionate threshold applied to radicalisation and extremism activity across all extremist ideologies and radicalisation concerns.

7. Curriculum

7.1. We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in a modern world. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

7.2. Our shared values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere, underpinned by quality teaching and learning, making a positive contribution to the development of a fair, just and civil society.

7.3. We aim to provide a safe space in which pupils can understand the risks associated with terrorism and develop the knowledge, skills and confidence to be able to challenge extremist views. We will include opportunities in the curriculum for pupils to build resilience to pressure and to develop the skills they need to recognise and stay safe from abuse and radicalisation. In particular:

- Through PSHE lessons used along with tutor periods to teach pupils to understand and manage risks (including online) associated with terrorism and radicalisation, resist pressure, make safer choices and seek help if necessary.
- By promoting values such as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The school will challenge opinions or behaviours that are contrary to these fundamental values.
- Through relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debates around contentious issues.

8. Digital Safety

8.1. The internet provides children and young people with access to a wide range of content, some of which can be harmful. There is rapid proliferation of terrorist content on multiple online services. Research has demonstrated that, for some groups and individuals, the internet has become the ‘preferred’ avenue for those searching for terrorist propaganda or contacts. In addition, the internet continues to make it simpler for individuals and groups to promote and to consume radicalising content. Online radicalisation has therefore become the predominant pathway for some seeking to influence children and young people. Previously, it had been a hybrid pathway, involving both online and offline influences; this can involve people, including a concerning number of pupils under the age of 18, committing offences by downloading and disseminating terrorist materials.

8.2. The filtering systems used in our school block inappropriate content, including extremist content. The monitoring systems enable pupil's search activity to be checked if a concern is raised. Should this occur, this policy and the Safeguarding and Child Protection Policy procedures will be actioned. Staff are encouraged to be observant in class around children's online activity and raise concerns to the CPC.

8.3. Pupils will be taught how to stay safe online, both in school and outside school. They will be taught to understand the risks posed by adults or other young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

8.4. Web filtering is active in every school which includes preventing access to the following:

For staff and pupils

- Sites that offer information about or promote or are sponsored by groups advocating anti-government beliefs or action
- Sites that condone intolerance towards any individual or group

For pupils

- Sites of web communities that provide users with means for expression and interaction
- Messaging and social media sites

8.5. Further information about categories of blocked sites can be given by the Cognita IT team and staff are directed towards the school IT Policy for further detail, including around our filtering and monitoring systems.

Where staff, pupils or visitors find unblocked extremist content they must report it immediately and verbally to the CPC and Headteacher/Principal who will raise this with the RSL and Head of Cybersecurity.

We are aware that some pupils have access to unfiltered internet when using their mobile phones in school and staff are alert to the need for vigilance when pupils are using their personal phones and report any concerns to the CPC.

9. Visiting Speakers

9.1. The Headteacher/Principal has ultimate responsibility for ensuring that all visiting speakers, particularly those in relation to preventing radicalisation and extremism, are suitable.

The CPC/Preventing Radicalisation Lead/other staff member delegated will make enquiries (due diligence) of the agency/person; this diligence must be recorded in writing and be completed before final booking and contact with pupils (see Safeguarding and Child Protection Policy for further details of requirements).

10. Signs of Vulnerability

10.1. All pupils may be vulnerable in certain ways that could make them more susceptible to a range of harms, including radicalisation and extremism.

10.2. Whilst there are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes; and
- rejection/ostracism by peers, family, social groups or faith.

11. Recognising Extremism

11.1. As part of our wider safeguarding responsibilities to identify signs of abuse, we will be alert to early indicators of radicalisation or extremism which may include but are not limited to a pupil/staff member/parent:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- possessing of illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups

- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempting to impose extremist views or practices on others
- advocating violence towards others.

12. Reducing Permissive Environments

12.1. One way to tackle the ideological causes of terrorism is by limiting exposure to radicalising narratives, both online and offline, and to create an environment where radicalising ideologies are challenged and are not permitted to flourish.

12.2. Radicalisers create and take advantage of permissive environments to promote or condone violence and to spread poisonous ideologies that undermine our values and society.

12.3. When considering how to tackle the ideological causes of terrorism, it is also important to consider how radicalisers use extremist ideas and narratives to encourage people into participating in or supporting terrorism. This includes in instances where the exact ideology is unclear.

12.4. Established terrorist narratives exhibit common themes such as antisemitism, misogyny, anti-establishment, anti-LGBT grievances and religious or ethnic superiority.

13. Resources

- Educate Against Hate- main resource page
- Educate Against Hate – advice and training
- ETF Learners from the Education and Learning Foundation
- ACT - Action Counters Terrorism
- Notice, check, share procedure
- The Stages of Radicalisation.

14. Monitoring and Review

14.1. The effectiveness and implementation of this policy will be monitored by the Proprietor's Safeguarding Reviewer who will carry out an annual review for this purpose.

Version control:

Ownership and consultation	
Document Sponsor	Group Director of Education
Document Author / Reviewer	QA Advisor Regional Safeguarding Lead June 2023 Regional Safeguarding Lead June 2024 Regional Safeguarding Lead May 2025 Regional Safeguarding Lead July 2026
Consultation & Specialist Advice	Farrer's - 2015
Document application and publication	
England	No
Spain	Yes
Italy	No
Greece	No
Switzerland	No
Austria	No
USA	No
Version control	
Current Review Date	June 2026
Next Review Date	June 2027
Related documentation	
Related documentation	Safeguarding and Child Protection Policy Anti-Bullying Policy Code of Conduct Children Absent from Education, Children Missing Education, and Attendance Policy Equality, Diversity, and Inclusion Policy Behaviour Policy RSHE Policy Suspension, Exclusion and Required Removal in Other Circumstances Policy Code of Conduct Policy IT Policy AI Policy Whistleblowing Policy

	Curriculum Policy