



COGNITA

Preventing Extremism and Radicalisation Policy

SPAIN

This policy is applicable to all schools in Spain

Preventing Extremism and Radicalisation Policy

Contact names	
Child Protection and Wellbeing Coordinator (CPC)	Flor Medina
Deputy Child Protection and Wellbeing Coordinator	Karen Solfrinin Cristina Peña
Any other staff trained to Advanced Safeguarding level	Neil J. Barnes
Head	Neil J. Barnes
Chair of Governors	
Regional Safeguarding Lead	Alison Barnett

Third party contacts	
Our school follows the safeguarding protocols and procedures of	Consellería de Educación Consellería de Bienestar Social- Dirección Territorial http://www.bsocial.gva.es/web/menor Fiscalía de Menores-961929139
Local Authority children's social services	ssmenor@valencia.es 963525478
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	091- 092

See Safeguarding and Child Protection Policy and Procedure 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 take into account factors such as gender and age.
- 1.3 Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. Safeguarding children from all risks of harm, including those children in the EYFS 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 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 (2023, as amended)

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 Cognita European Director of Education, 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 will 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 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.

4 Responsibilities and Training

- 4.1 The Cognita European Director of Education, on behalf of the proprietor, will liaise with the Head and the Child Protection and Wellbeing Coordinator on matters relating to the Prevent duty and will monitor and evaluate the school's compliance with this duty, primarily by way of updates from the Child Protection and Wellbeing Coordinator. The proprietor will conduct an annual review of safeguarding, which includes the school's compliance with its Prevent Duty.

- 4.2 The proprietor will:

- Ensure that this policy is understood and effectively implemented by staff throughout the school;
- Ensure that the Child Protection and Wellbeing Coordinator undergoes appropriate Prevent duty training; and
- Ensure that the school's Prevent policies and procedures and general safeguarding arrangements take into account the policies and procedures of local authorities..

- 4.3 The Child Protection and Wellbeing Coordinator will:

- Be the single point of contact to oversee and coordinate the school's implementation of the Prevent duty;
- Provide appropriate Prevent duty training to all staff so that they (a) understand the general risks affecting pupils at the school; (b) are able to identify individual children who might be at risk of radicalisation; and (c) know what to do to support these children;
- Provide advice and support to other members of staff on protecting pupils from the risk of radicalisation, including online safety;
- Liaise with the European Director of Education and local partners, 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 safeguarding concerns about children and young people who may be vulnerable;
- Report significant concerns to the Regional Safeguarding Lead who will escalate the matter as needed.

- 4.4 All staff will:

- Be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.
- Use their professional judgement in identifying children 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, children's online activity in class, reporting any concerns to the CPC.

5 Referral Process

- 5.1 All staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability to radicalisation to the Child Protection and Wellbeing Coordinator or, in their absence, to the Deputy Child Protection and Wellbeing Coordinator. For further details about safeguarding referrals, please see the school's Safeguarding and Child Protection Policy and Procedures, which can be found on the school website.
- 5.2 If the Child Protection and Wellbeing Coordinator becomes aware of a concern relating to the radicalisation of a pupil, they will discuss this with the Head and RSL so that appropriate actions can be taken to safeguard the pupil and appropriate referrals can be made.

6 Curriculum

- 6.1 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.
- 6.2 Our 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.
- 6.3 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 associated with terrorism and radicalisation, resist pressure, make safer choices and seek help if necessary.
 - By promoting values such as tolerance and respect as indicated above.
 - Through relevant subject syllabus with focus on democracy, diversity, mutual respect and managing debates around contentious issues.

7 Digital Safety

- 7.1 The internet provides children and young people with access to a wide range of content, some of which can be harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school block inappropriate content, including extremist content. The monitoring systems enable children's search activity to be checked if a concern is raised. Should this occur, safeguarding policy procedures will be actioned. Staff are encouraged to be observant in class around children's online activity and raise concerns to the CPC.
- 7.2 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 young people who use the internet and social media to groom, abuse or radicalise other people, especially children, young people and vulnerable adults.
- 7.3 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.
- 7.4 Further information about categories of blocked sites can be given by the Cognita IT team and staff are directed towards the school Digital Safety Policy for further detail, including around our filtering and monitoring systems.

8 Signs of Vulnerability

- 8.1 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 by peers, family, social groups or faith.

9 Recognising Extremism

- 9.1 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:
- 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;
 - evidence of possession 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;
- attempts to impose extremist views or practices on others; and
- advocating violence towards others.

10 Monitoring and Review

- 10.1 This policy will be reviewed by the Head and the Child Protection and Wellbeing Coordinator annually.
- 10.2 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.
- 10.3 Where staff, pupils or visitors find unblocked extremist content they must report it immediately and verbally to the Child Protection and Wellbeing Coordinator and Headteacher who will raise this with the RSL and Head of Cybersecurity. We are aware that some children and young people 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.

Version control:

Ownership and consultation	
Document Sponsor	Group Director of Education
Document Author / Reviewer	QA Advisor
Consultation & Specialist Advice	Farrer's – 2015 Regional Safeguarding Lead
Document application and publication	
England	No
Wales	No
Spain	Yes
Switzerland	No
Italy	No
Version control	
Current Review Date	September 2023
Next Review Date	September 2024
Related documentation	
Related documentation	Safeguarding and Child Protection Policy and Procedure Anti-Bullying Policy Children Absent from Education and Attendance Policy Equality and Diversity Policy School Behaviour Policy Code of Conduct Acceptable Use & Digital Safety Policy Whistleblowing Policy Curriculum Policy