Preventing Extremism and Radicalisation Policy

Florence Bilingual School

ITALY

Registered in England & Wales - Cognita Schools Limited No. 02313425
Registered Office: Seebeck House, One Seebeck Place Knowlhill, Milton Keynes, Buckinghamshire, MK5 8FR

COGNITA

THRIVE IN A RAPIDLY EVOLVING WORLD

Contact names	
Designated Safeguarding Lead (DSL)	Nicole Paciello
Preventing Radicalisation Lead	Leonardo Amulfi
Deputy Designated Safeguarding Lead (DDSL)	Safeguarding team
Any other staff trained to Advanced Safeguarding level	SLT members
Principal	Leonardo Amulfi
Managing Director (Chair of Governors)	Leonardo Amulfi
Regional Safeguarding Lead (RSL) – Europe & USA	Alison Barnett alison.barnett@cognita.com

Third party contacts	
Preventing Radicalisation Officer	
Children's Social Services	direzione.servizisociali@comune.fi.it
Police	112
Local Police Non-emergency	

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

1. Purpose

1.1. This Preventing Extremism and Radicalisation Policy is part of our commitment to keeping pupils safe.

1.2. 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 pupils about extremism, recognising when pupils start to become radicalised and prevent them from being influenced.

1.3 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 pupils being radicalised is set out in the following legislation:

- Law Decree No. 7 (Feb 2015), later enacted by Law No. 43 (April 2015) resulted in Italy implementing the United Nations Security Council Resolution No. 2178 of 2014.
- Legislative Decrees No. 159/2011; No. 286/98; No. 90; No. 153; and Law No. 431/2001

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 (MD) on behalf of the proprietor (Cognita), 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 (including online) affecting pupils 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 Italy, the national anti-terrorist alert level is currently

SCHOOL: maximum. Nicole Paciello: Antiterrorismo | Ministero dell'Interno | Chat | Microsoft Teams (8/09/2026)

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 the Police on112 immediately.

4. Responsibilities and Training

4.1. The Managing Director (MD), on behalf of the proprietor (Cognita), will liaise with the Headteacher/Principal on matters relating to preventing extremism and radicalisation. The latter will monitor and evaluate the school's compliance with this duty, primarily by way of updates from the Preventing Radicalisation Lead and Designated Safeguarding Lead (DSL).

4.2. The Headteacher/Principal will:

- Ensure that this policy is understood and effectively implemented by staff throughout the school
- Ensure that the school's preventing extremism and radicalisation policies and procedures and general safeguarding arrangements consider the policies and procedures of local authorities (and any national legislation)

4.3. The Preventing Radicalisation Lead will:

- Be responsible for and the single point of contact to oversee and coordinate the school's implementation of the preventing extremism and radicalisation

- 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, 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 pupils who may/may not be vulnerable to radicalisation, *in collaboration with the DSL*

- The DSL will report significant concerns/incidents/events to the Regional Safeguarding Lead (RSL) who will escalate the matter to the Managing Director (MD) as needed. A Serious Incident Report Form (internal document) may be required, as directed by the RSL.

4.4. All staff will:

- Undergo regular training according to the Cognita Training Matrix 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 support 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 be in need of help or protection in relation to radicalisation, and pass concerns onto the Preventing Radicalisation Lead **and** DSL.

- 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 (see below)

- Observe as far as operationally possible, pupil's online activity in class in relation to radicalisation, reporting any concerns to the both the Preventing Radicalisation Lead **and** the DSL

- Be alert to, and safely challenge, 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 Preventing Radicalisation Lead or, in their absence, to the DSL, 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 Preventing Radicalisation Lead/DSL becomes aware of a concern relating to the radicalisation of a pupil, they will discuss this with the Principal (and RSL, as required) so that appropriate actions can be taken to safeguard the pupil and appropriate referrals can be made.

6. Referral Process

6.1. Appropriate referrals to external agencies will be made where needed. Each local authority may have their preventing radicalisation and extremism referral process, and the Preventing Radicalisation Lead **and** DSL must have knowledge of this.

6.2. 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.

6.3. There will be one consistent and proportionate threshold applied to radicalisation and extremism activity across **all** extremist ideologies and radicalisation concerns.

6.4. Where there is a risk of immediate serious harm to a pupil, a referral should be made to Social Services immediately by the DSL. Parents/carers will be informed of the concern, and involved in the referral process, unless doing so would increase the risk of harm/danger for the pupil/others.

6.5. If a pupil is in immediate danger, the DSL must telephone the Police via 112. The Police will advise on whether the parents/carers must be informed, what information can be shared, and when.

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 pupil 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 tolerance and respect as indicated above
- 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 is harmful. There is rapid proliferation of terrorist content on multiple online services. Research has demonstrated that the internet has become the 'preferred' avenue

for some groups /individuals *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 of those 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 children 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, safeguarding procedures will be actioned. Staff are encouraged to be observant in class around pupil's online activity and raise concerns to the DSL.

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 and/or other children 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:

<u>For staff and pupils</u>

- 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.

<u>For pupils</u>

- 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 details about this, including further detail around our filtering and monitoring systems.

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

8.7. We are aware that some pupils may have access to unfiltered internet when using their personal 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 DSL.

9. Signs of Vulnerability

9.1. **All** pupils may be vulnerable in certain ways that could make them more susceptible to a range of harms, including radicalisation and extremism.There are no known definitive indicators that a child is vulnerable to radicalisation, but there are a number of signs that together increase the risk. Signs of vulnerability may 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.

10. Recognising Extremism

10.1. 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 not limited to, pupils, parents, and/or staff:

- 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 illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- having 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)
- displaying secretive behaviour

- completing online searches or sharing extremist messages or social profiles
- demonstrating intolerance of difference, including faith, culture, gender, race or sexuality
- doing graffiti, artwork or writing that displays extremist themes
- attempting to impose extremist views or practices on others
- verbalising anti-Western views; and
- advocating violence towards others

11. Visiting Speakers

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

11.2 The DSL/Preventing Radicalisation Lead will make enquiries (due diligence) of the agency/person who introduced the individual to the school and/or will conduct an internet search against the individual's name; this due 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 all requirements).

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.The school will challenge opinions or behaviours in school that are contrary to our values.

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. Monitoring and Review

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

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