



All our policies are developed to ensure our values are at the centre of all we do, as we work in the best interests of our pupils to ensure the best outcomes for them. All policies can be updated out with the set review cycle if advice, guidance, or new learning require it.

*Excellence*  
*Excellencia*

*Respect*  
*Respeto*

*Responsibility*  
*Responsibilidad*

*Integrity*  
*Integridad*

*Compassion*  
*Compasión*

We live and learn together:

1. with **respect** and **care** for each other
2. with a **happy** and **welcoming** attitude to everyone
3. with an **active** and **determined** approach to our ambition

## Safeguarding & Child Protection Policy

Adopted: Monday, 16 September 2024

Review cycle: 1 Year review cycle.

Next review: Tuesday, 16 September 2025

Policy Lead: DECE Designated Safeguarding Lead

Published: Policy SharePoint: ✓ BSQ Website: ✓



### Contents

Introduction .....	2
Aims of this policy .....	2
Legislation and guidance informing this policy .....	3

Definitions ..... 3

Our responsibility for Safeguarding and Child Protection..... 3

Organisational and Individual Responsibilities..... 4

    All staff ..... 4

    Head of primary and secondary, Deputy DSL’s ..... 5

    Principal..... 5

    Educational phycologist DECE DSL..... 5

    Clinical phycologist’s responsibility Deputy DECE & Deputy DSL ..... 6

    School doctor’s responsibility ..... 6

    Orbital safeguarding lead ..... 6

    School legal representative ..... 6

    School training lead ..... 6

    School ICT lead..... 7

    School HR lead ..... 7

Taking a disclosure ..... 7

Training, Professional development, supervision and support ..... 7

    Induction ..... 7

    Continual improvement through training..... 7

    Higher level training ..... 8

Single central record..... 8

Policies that support our Safeguarding culture ..... 8

Additional information to inform safeguarding practice ..... 8

    Signs of abuse ..... 8

Record Keeping and Confidentiality..... 10

Low level safeguarding concerns..... 11

Online safety..... 11

Appendix 1: Safeguarding team ..... 12

Appendix 2 Reporting a concern or disclosure. .... 13

Appendix 3: Cases of violence directed by pupils/families toward anyone at school. .... 14

Appendix 4: Cases of violence between pupils..... 15

Appendix 5: Cases of institutional violence..... 16

Appendix 6: Cases of violence in the family ..... 17

Appendix 7: Cases of sexual violence ..... 18

Appendix 8: Local Support Agencies..... 19

**Safeguarding and child protection is everyone's responsibility.**

**Every child, every right.**

**Abuse could happen here.**

## Introduction

In all cases, Ecuadorian legislation and guidance has primacy over all other guidance we use. We work to ensure all other guidance we use enhances our provision and does not contradict, or undermine, our obligations under Ecuadorian legislation and guidance.

***Our children have the right to protection from harm, harassment, or abuse, regardless of their age, gender, ability, race, sexual orientation or social background. They have a right to be safe, both in school and in their lives outside school.***

## Aims of this policy

At the British School of Quito, we work to ensure a safe, happy and world class learning environment is in place to enable all our pupils to thrive and learn. This policy aims to ensure:

- We protect our pupils from maltreatment
- We prevent impairment of our pupil's health or development
- That our pupils grow up in circumstances consistent with the provision of safe and effective care.
- We take appropriate action to enable all children to secure the best outcomes for them as individuals.
- We comply with all relevant Ecuadorian legislation and all complimentary Orbital and key UK guidance.
- Staff understand it is everyone's responsibility to ensure the safety and well-being of our children and everyone knows what to do if they have any concerns of a safeguarding nature
- We clearly and concisely outline the systems and processes we have in place to ensure that pupils remain safe at school.
- We maintain an elevated level of awareness across all staff of safeguarding and child protection issues and recognise that abuse could happen here
- We clearly define all staff roles and responsibilities in the context of safeguarding and child protection
- We have the skills to identify pupils who are suffering, or likely to suffer harm
- Effective communication between all staff on child protection and safeguarding issues
- We maintain a high-quality safeguarding culture across all facets of practice at our school

## Legislation and guidance informing this policy

- [Protocolos y rutas de actuación frente a SITUACIONES DE VIOLENCIA detectadas o cometidas en el sistema educativo](#)
- [Ley Orgánica de Educación Intercultural](#)
- [Código de la Niñez y la Adolescencia](#)
- [Ministry of Education Mandate \(MINEDUC-MINEDUC-2017-00055-A\)](#)
- [Keeping children safe in education](#)
- [UN convention on the rights of the child](#)

In addition to the above we work in the spirit of [Working together to safeguard children](#), though clearly, we work collaboratively with Ecuadorian agencies.

## Definitions

### **Safeguarding and promoting the welfare of children means:**

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking appropriate action when required to ensure all children are safe and working toward best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent individual children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

**Children** includes everyone under the age of 18.

## Our responsibility for Safeguarding and Child Protection

At the British School of Quito we take our responsibility to ensure the safety and wellbeing of all our pupils very seriously. We aim to maintain a very high-quality safeguarding culture in the school.

We do this by ensuring:

- We follow considered best practice in terms of safer recruitment when recruiting staff, locally and internationally:
  - a. We establish identity
  - b. We establish work history
  - c. We secure two positive professional references (One from current or last employer with follow-up contact for verification)
  - d. We establish the veracity of all qualifications, with degrees notarised and apostilled

- e. We secure appropriate police checks in countries where colleagues have worked
  - f. We work to ensure the values held by a potential colleague align with our key values
- We robustly manage all probationary periods to ensure all staff work to promote our safeguarding culture and maintain the high levels of practice we expect as a minimum of all colleagues in terms of safeguarding practice. We ensure right from the start of a colleague's career with us, that they know and understand:
  - a. Abuse in any form could happen here
  - b. What they must do if they have any concerns of a safeguarding or child protection nature
  - c. They have a statutory duty to report any concerns they may have
- We support and maintain a highly qualified and professional safeguarding team that includes
  - a. An educational psychologist
  - b. A clinical psychologist
  - c. British trained Designated Safeguarding Leads
- We follow the UN Convention on the Rights of the Child, with a particular focus on:
  - a. Article 19 protection from abuse and neglect: we will work to support the state to protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.
  - b. Article 34 sexual exploitation: we will work to support the state to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.
- We follow external guidance and advice, maintain a suite of policies and have established practices within the school to significantly increase our ability to keep all pupils safe
- We have introduced a set of ambitious teaching standards that all teachers will work to, ensuring clarity in what is expected of teachers in every class
- We have introduced a set of ambitious teaching and learning assistant standards that all teaching and learning assistants will work to, ensuring clarity in what is expected of teaching and learning assistants in every class
- We have introduced an appraisal system that will be used to ensure we are meeting the standards of practice we have set ourselves across all facets of practice. In the process, securing the highest levels of professional engagement from all staff. This will include the

## Organisational and Individual Responsibilities

### All staff

It is the responsibility of all staff to ensure a high-quality Safeguarding and Child protection culture is established and maintained at our school. All staff must:

- Know and understand the policies processes and procedures we have in place to safeguard and protect our pupils
- Know how to report any concerns that they may have concerning the safety of our pupils

- Know the key members of the safeguarding team
- Maintain their understanding of safeguarding and child protection, ensuring their training needs are known and are met annually
- Maintain their individual training records up to date, and in real time, ensuring 100% with our policies and perceived best practice in British Schools Overseas.

## Head of Primary and Secondary, Deputy DSL's

- The heads of primary and secondary act as deputy designated safeguarding leads
- The head of primary will take the majority of reports from primary school and process them in line with our policies, procedures and processes
- The head of secondary will take the majority of reports from secondary school and process them in line with our policies, procedures and processes
- Heads of Primary and Secondary will ensure appropriate training is provided to all staff as required, ensuring they are confident in their roles
- Ensure online safety is actively taught by teachers across the school

## Principal

- Responsible for maintaining and developing as required the safeguarding culture in the school, ensuring all know and accept that “abuse could happen here”
- Ensure all policies related to safeguarding and child protection are fit for purpose, and compliant with the Ecuadorian framework “Rutas y protocolos,” internationally recognised best practice and orbital direction
- Ensure all staff have the training they require to maintain and develop as required a high-level safeguarding and child protection culture
- Support the safeguarding team and ensure they have the training, supervision and resources they require to fulfil all requirements of their role to the very highest standards
- 3.4: Educational psychologist's provide advice and support to other staff on child welfare, safeguarding and child protection matters
- Liaise with parents and other external partners as required

## Educational psychologist DECE DSL

- In line with the Ecuadorian safeguarding framework, as the DECE the educational psychologist leads the safeguarding team and acts as our Designated Safeguarding Lead
- Maintain all safeguarding records and data in a secure manner, ensuring access to records is managed appropriately to maintain levels of confidentiality required by the framework
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters
- Liaise with parents and other external partners as required
- Lead and participate in strategy discussions and inter-agency meetings as required and/or support other staff to do so
- Lead on preparing reports and assessments of children as required by the school and/or ministry
- To lead all safeguarding team meetings as required

- To Liaise with the Regional Head of Schools if the principal is the subject of a safeguarding allegation
- Review and maintain this policy annually

### Clinical psychologist's responsibility Deputy DECE & Deputy DSL

- The Clinical psychologist acts in the role of the DSL in the absence of the DECE
- Act as a member of the safeguarding team

### School doctor's responsibility

- The school doctor has a very high understanding of safeguarding and child protection and will use their clinical expertise to inform our safeguarding culture with a particular focus on physical wellbeing. The school doctor will report on all cases which may have a child protection concern, using the usual reporting procedures supplemented by a doctor's report and body map where appropriate.

### Orbital Safeguarding Lead

- Orbital safeguarding lead will ensure this policy aligns with Orbitals expectations, and supports the establishment and maintenance of a high-quality safeguarding culture

### School legal representative

- The school president will ensure all incidents highlighted by the DECE as meeting the thresholds set in the Ecuadorian framework are reported as required.
- Review all paperwork submitted to the ministry in line with Rutas y Protocolos is compliant with ministry expectations

### School Board responsibilities

All Board members receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
- Can be assured that safeguarding policies and procedures are effective and support us to deliver a robust whole-school approach to safeguarding

### Regional Head of Schools.

As the Regional Head of Schools may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose

### School training lead

- Ensure safeguarding training is included in all staff induction and is annually updated to reflect developments and updates in Rutas y protocolos, Keeping Children Safe in Education, orbital policies and considered international best practice

- School training lead will ensure all training records are in place and maintained up to date in real time to reflect colleagues' engagement with professional learning

### School ICT lead

- Ensure appropriate filtering and safety measures are in place to best protect pupils online
- Have systems in place to review and monitor regularly online activity across the school
- Report any concerns to the principal or safeguarding team as they arise.

### School HR lead

- Ensure our safer recruitment practice is always followed
- Maintain systems that track applications as they progress in real time
- Maintain our single central record always ensuring compliance within the statutory framework and in line with Keeping Children Safe in Education
- Working with school training lead ensure records of training are maintained in real time

### Taking a disclosure

If a child discloses abuse or neglect to you, it is because they trust you: If a child does make a disclosure directly or indirectly:

- Listen fully, be supportive, take them seriously and offer your full attention
- Let the pupil lead the conversation, record, or remember what the pupil actually said
- Reassure the pupil
- Do not use closed or leading questions
- Reflect what they are saying – this is important as it gives them a chance to clarify if you have misunderstood something, and for you to remember what has been said
- Be honest that you cannot keep the information confidential and will have to share appropriately with other trusted adults (member of the safeguarding team)
- Be clear about what you will do next and how you can support the pupil
- Inform the DSL or a member of the safeguarding team in person, or in writing as soon as possible.

### Training, Professional development, supervision and support

#### Induction

All staff will receive initial safeguarding training as part of their induction. This will include:

- Our policies
- Processes (how to report a concern)
- Introduction to the safeguarding team
- Outline of the Statutory Ecuadorian Guidance and primacy of this guidance
- Update on Keeping Children Safe in education

#### Continual improvement through training

- Training will be updated at least annually or as required linked to updated guidance or new professional learning



## Higher level training

All colleagues will have training commensurate with their responsibilities in keeping all children safe. This includes higher level training for the safeguarding team

## Single Central Record

The school maintains a single central record that highlights the checks carried out to ensure we follow best practice in terms of safer recruitment practice.

## Policies that support our Safeguarding culture

- [Safer recruitment policy](#)
- Behaviour policy
- [Bullying prevention policy](#)
- [Staff code of conduct](#)
- [Whistle blowing policy](#)
- [Safe handling and restraint policy](#)
- [E safety policy](#)
- [Toileting and intimate care policy](#)
- [BSQ Teaching standards](#)
- [BSQ Teaching and Learning Assistant standards](#)

## Additional information to inform safeguarding practice

Types of abuse:

- [Physical abuse<sup>1</sup>](#)
- [Emotional abuse](#)
- [Sexual abuse](#)
- [Online abuse](#)
- [Neglect](#)
- [Child on Child abuse<sup>2</sup>](#)
- [Female Genital Mutilation](#)

## Signs of abuse<sup>3</sup>

*Behaviour clues:*

- infants excessive crying or developmental delay
- fear, anxiety, clinging
- phobias
- nightmares, sleeping problems
- bed wetting
- social withdrawal
- hyperactivity
- poor concentration/distractibility

---

<sup>1</sup> NSPCC National Society for the prevention of cruelty to children

<sup>2</sup> [Safeguarding network](#)

<sup>3</sup> [Stanford medicine](#)

- decreased school performance
- chronic school absenteeism
- speech disorders
- regressive behaviour for age
- seems afraid of parent
- eating issues
- depression, passivity
- increased verbal abuse or physically aggressive behaviour with others
- destroys or injures objects or pets
- substance abuse
- self-harm such as cutting
- sexualized behaviour
- symptoms of PTSD
- avoidance of undressing
- withdrawal to touch, afraid of exam
- overly compliant, especially with difficult or painful parts of the exam

#### *Symptom clues:*

- headaches
- abdominal pain, chronic
- abdominal pain, acute – blunt trauma may not show external marks – look for distention, tenderness, absent bowel sounds
- vague somatic complaints, often chronic
- worsening medical problems, such as asthma
- frequent, unexplained sore throat
- abnormal weight gain or loss
- reluctance to use an extremity
- difficulty walking or sitting
- genital discomfort or painful urination or defecation
- unexplained symptoms - look for poisoning, forced ingestion of water, salt (Factitious Disorder Imposed by another, (Munchausen by proxy))
- vomiting, irritability, or abnormal respiration may represent head trauma

#### *Physical clues*

- poor hygiene
- dressed inappropriately for weather
- failure to thrive, poor weight gain, malnutrition
- lack of care of medical needs; wound care, medication
- fractures
- dislocations
- bruising
- defensive injuries on forearms
- bites
- burns
  - is the severity of the burn consistent with length of contact by history?

- cigarette burns circular, 8-10mm deep, heaped margin - may be confused with impetigo or moxibustion
- stun gun burns occur in pairs, 0.5cm diameter and 5cm apart
- immersion burns have sharp line of demarcation without drip or splash marks
- signs of restraints on axilla or extremities
- trauma to ear
- lacerations
- traumatic hair loss
- facial injuries without good explanation
- oral/dental injuries, such as torn or bruised frenulum, lips, teeth, palate, tongue, or oral mucosa
  - injuries from non-ambulatory child may be "bottle jamming"
  - lacerations or tissue damage to oral structures may come from eating utensils, scalding or caustic liquids
  - scarring/bruising at corners of mouth from being gagged
  - oral injuries/STDs from forced oral sex
- head injury, mental status change
- retinal haemorrhage
- subdural hematoma
- intra-abdominal trauma, usually to multiple organs
- bruising, tearing, bleeding, discharge from genital or rectal area
- diagnosed STD or pregnancy

## Record Keeping and Confidentiality

All records of child protection concerns, disclosures or allegations are treated as sensitive information and kept together securely and separately from the child's general school records.

The information is shared with all those who need to have it, whether to enable them to take appropriate steps to safeguard the child, or to enable them to carry out their own duties, but it is not shared more widely than that.

Child protection records at the British School Quito are stored electronically on [ISAMS wellbeing manager](#). All staff who work directly with the children raise initial concerns via this software. Maintenance and canteen staff raise verbally with their line managers who raise with members of the safeguarding team.

The full range of information is only accessible to the [safeguarding team](#).

ISAMS wellbeing manager meets all the requirements of an electronic safeguarding and child protection system, it maintains records:

- Separately
- Securely
- With appropriate access permissions

Our safeguarding records contain:

- A record of the child's details
- Date and time of the event/concern
- The nature of the concern raised
- Actions taken and by whom

- Clear chronology and dates when filed and these will be without future amendment.

## Low level safeguarding concerns

Keeping children safe in education (KCSIE) includes guidance on dealing with low-level concerns about the behaviour of staff and we are guided by 'Section 2: Concerns that do not meet the harm threshold' in part 4 of Keeping Children Safe in Education.

All low-level concerns at our school will be reported in the same manner as other safeguarding and child protection concerns. The safeguarding team will manage the next steps as they do with all concerns and record in line with local framework.

## Online safety

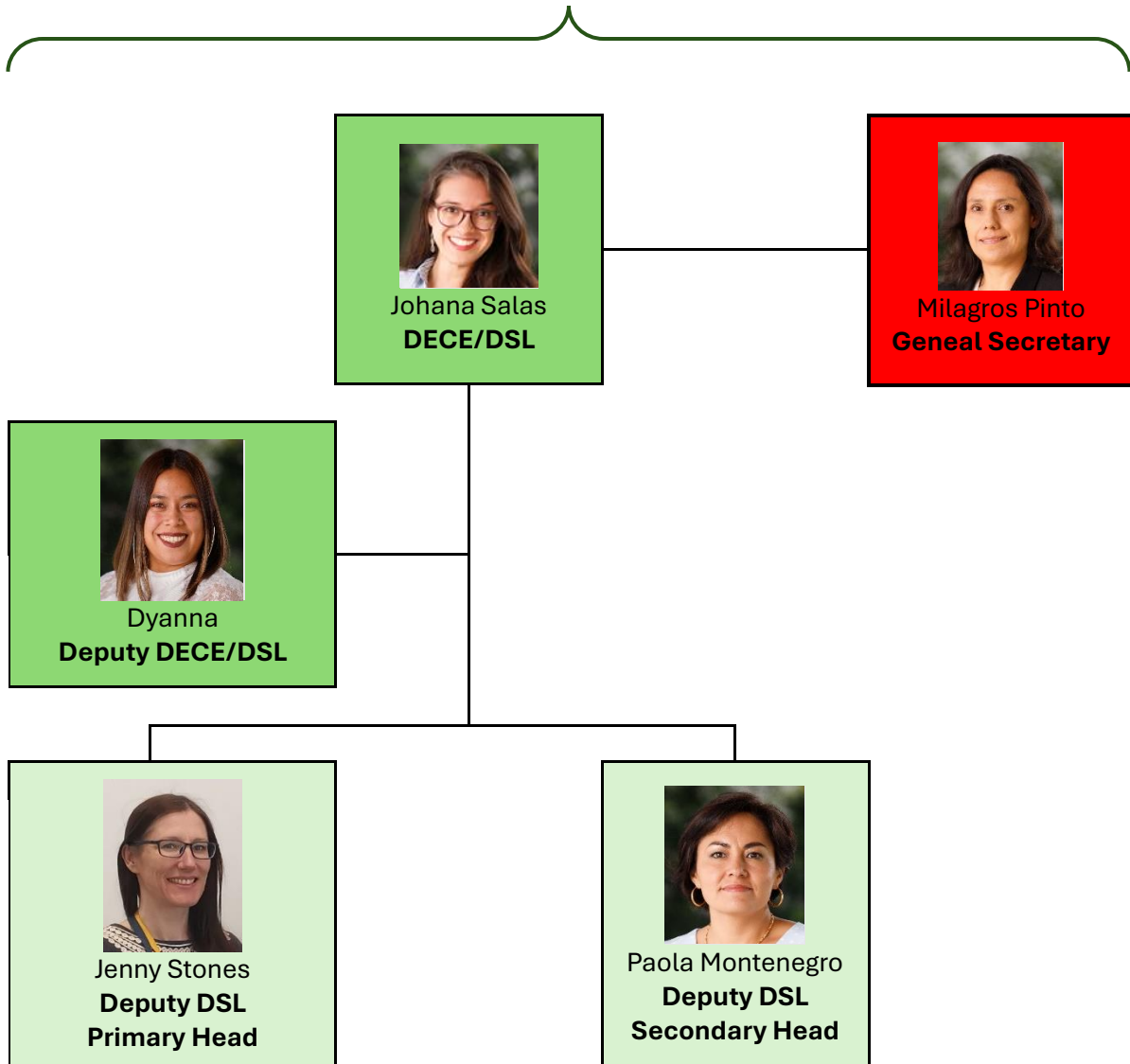
Details of how we work to keep our pupils safe online, including details of the filtering and monitoring software can be found in our online safety policy.

## Appendix 1: Safeguarding team



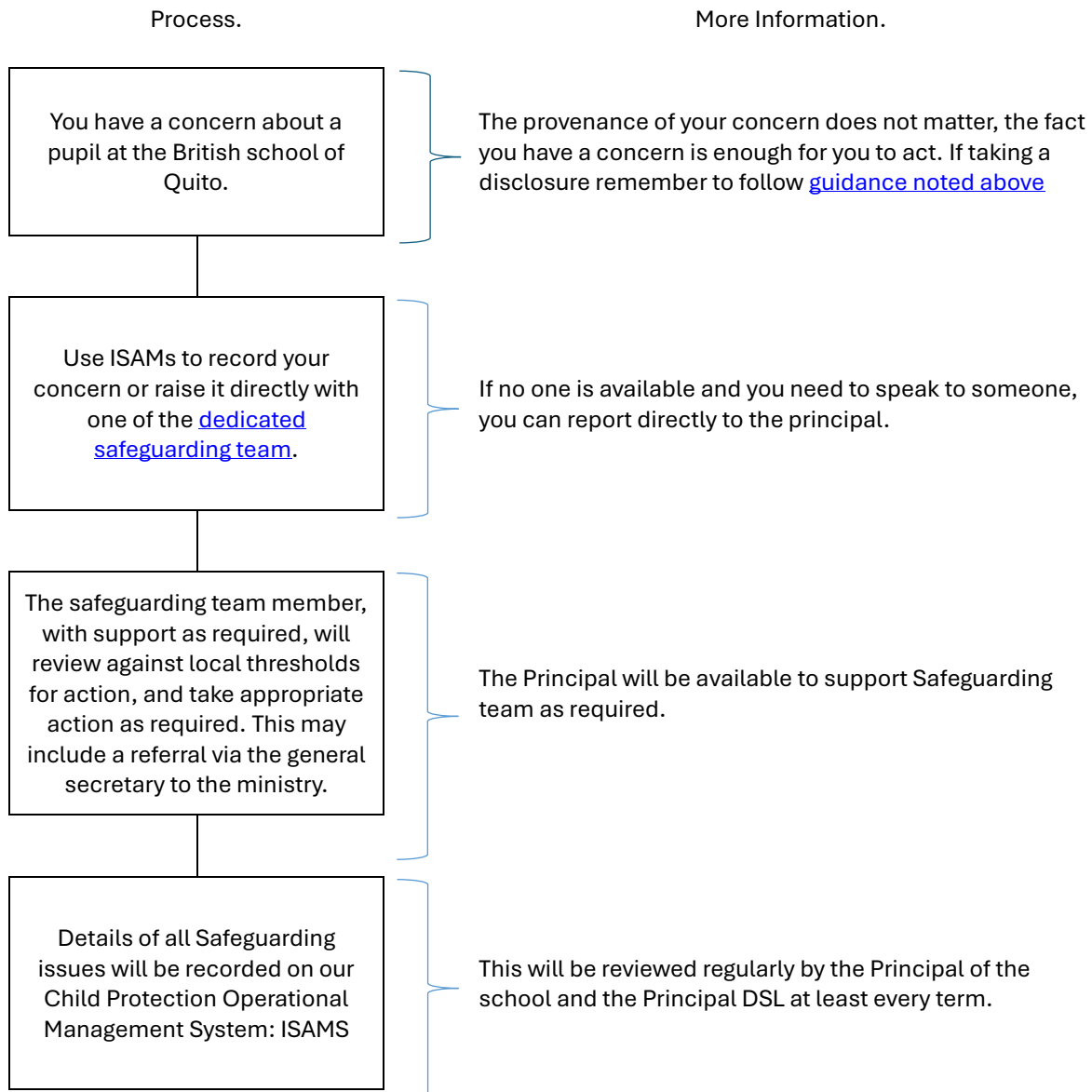
Billy Mc Inally

**Principal has oversight of the team.**



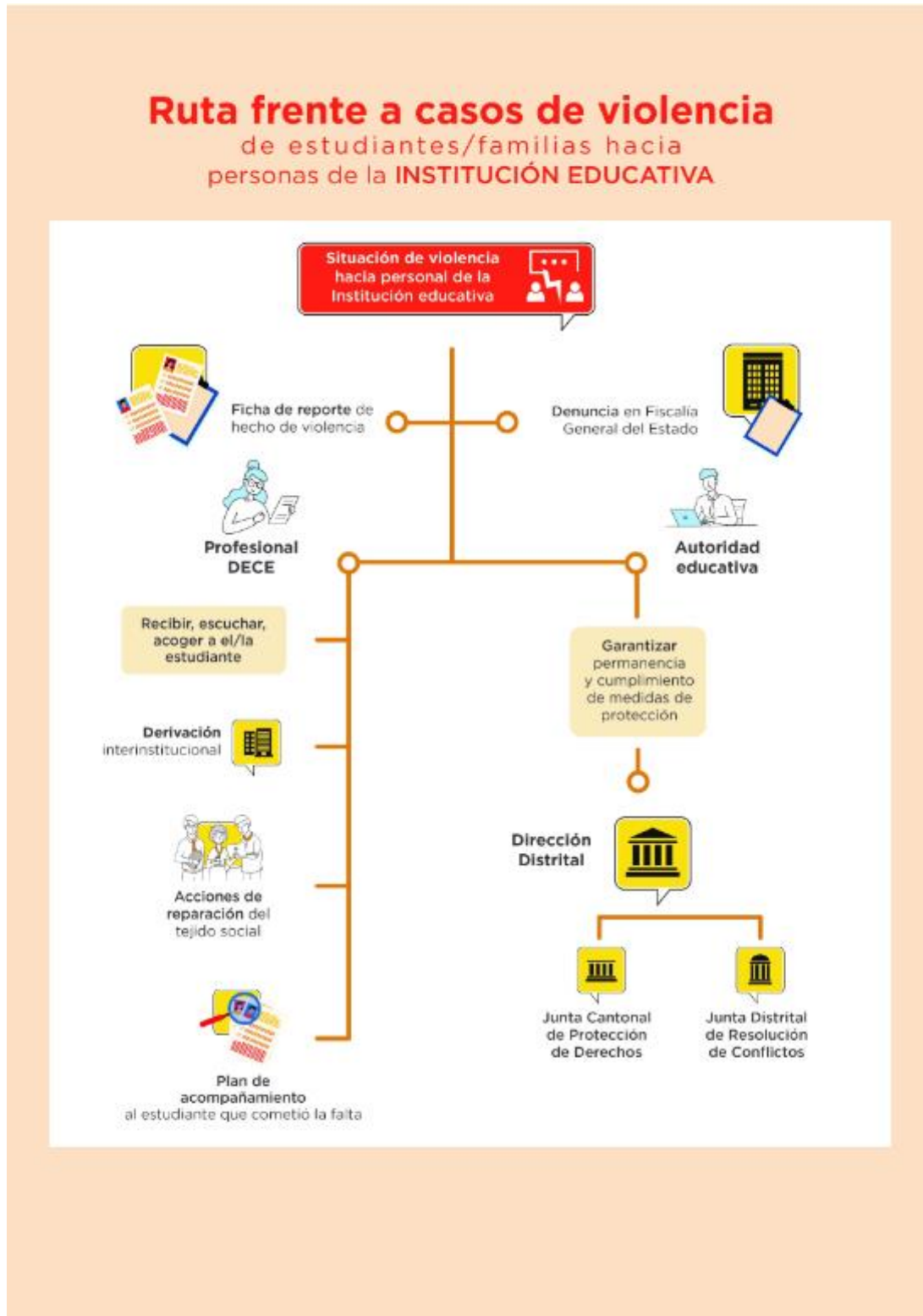
1. The safeguarding team will manage all referrals or disclosures
2. The DECE/DSL or deputy DECE/DSL will make the final decision in consultation with the team, if a referral meets the criteria for escalation to the ministry
  - a. If it does: DECE or deputy DECE will prepare the report as required and share with the president who will present the report to the Ministry in line with the statutory framework
3. If it does not: Referral will be recorded
4. The principal will have oversight of all cases unless subject of a referral.

## Appendix 2 Reporting a concern or disclosure.

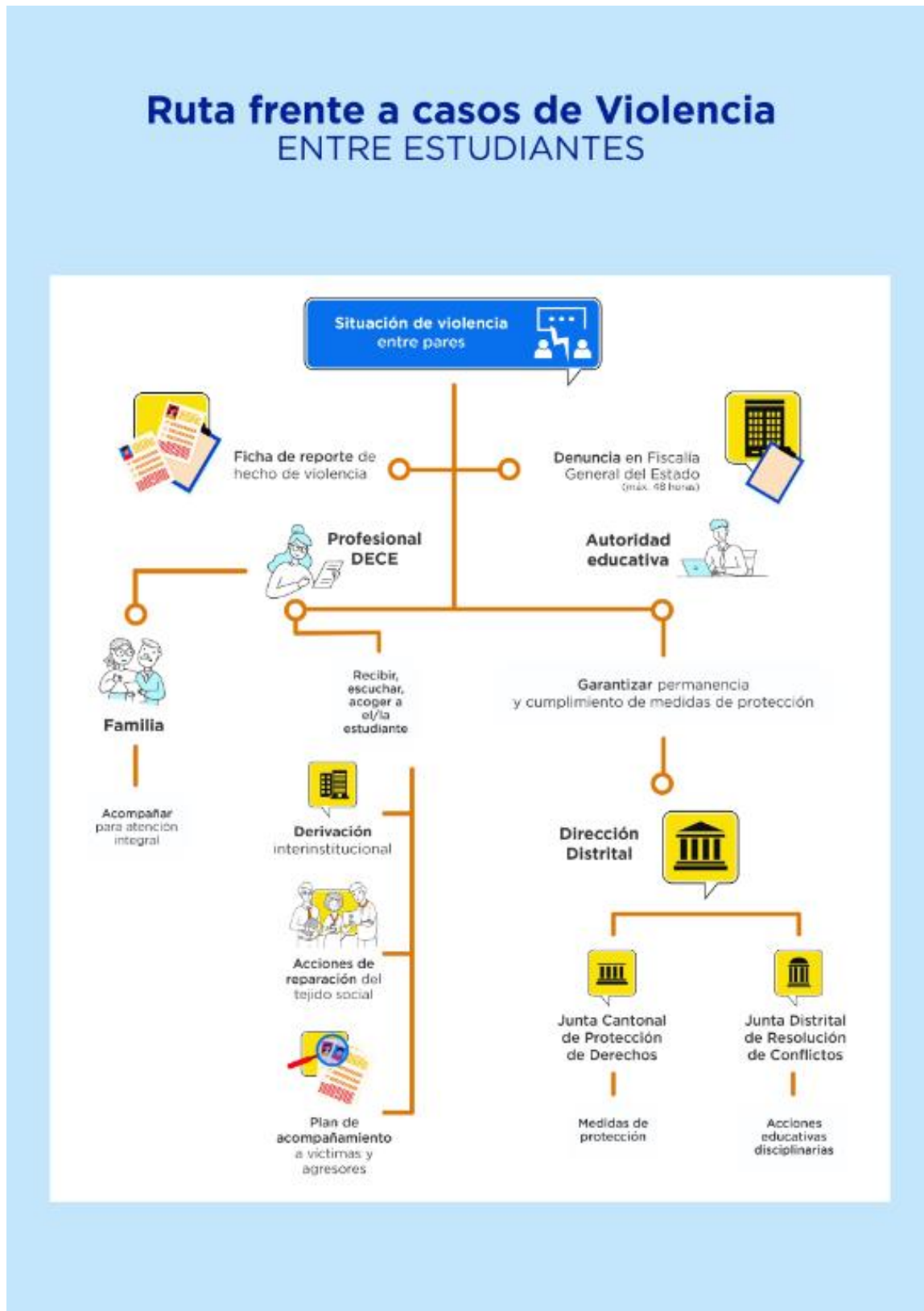


If you do not notice an improvement in a child's situation **Refer Again.**

### Appendix 3: Cases of violence directed by pupils/families toward anyone at school.

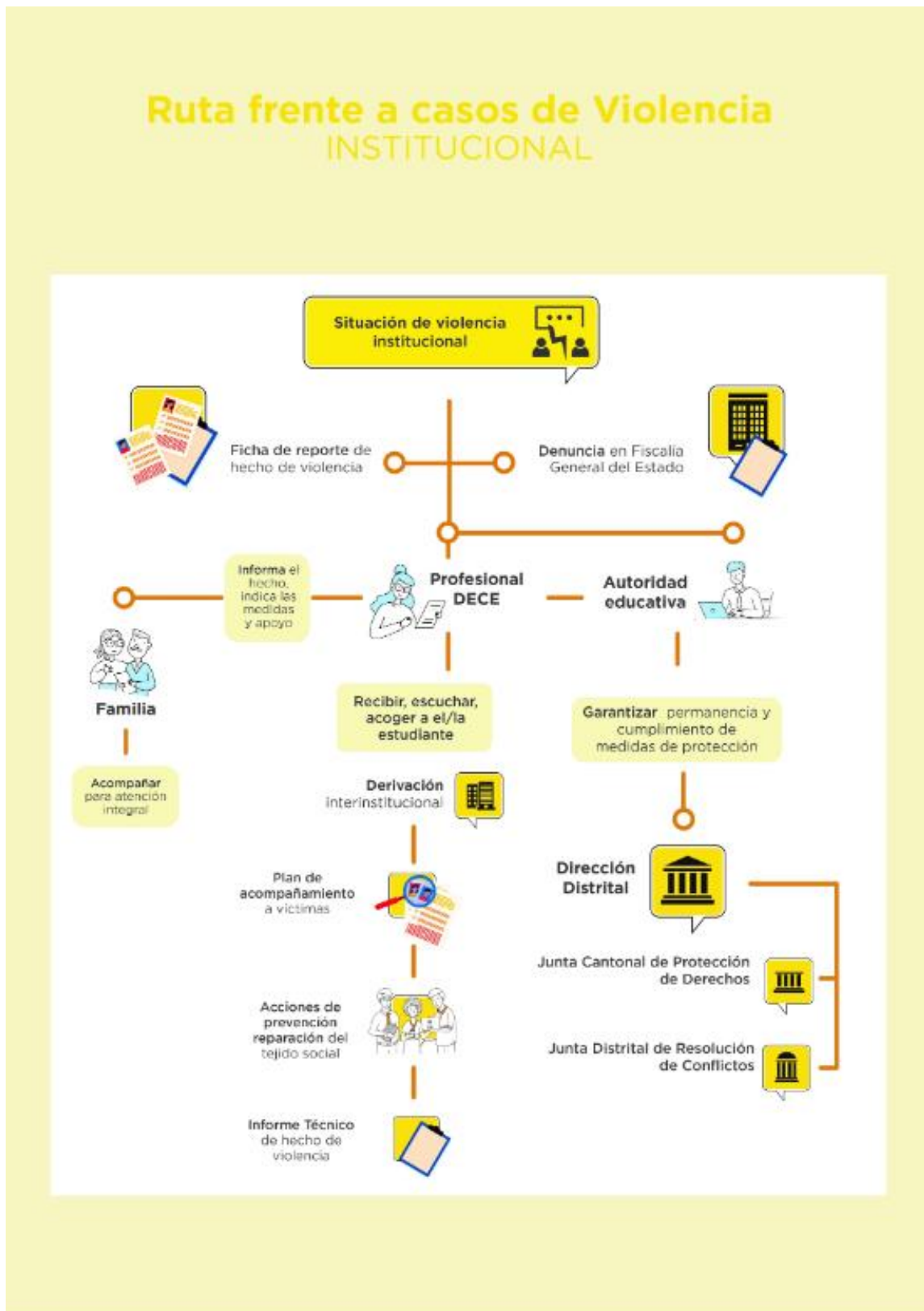


## Appendix 4: Cases of violence between pupils

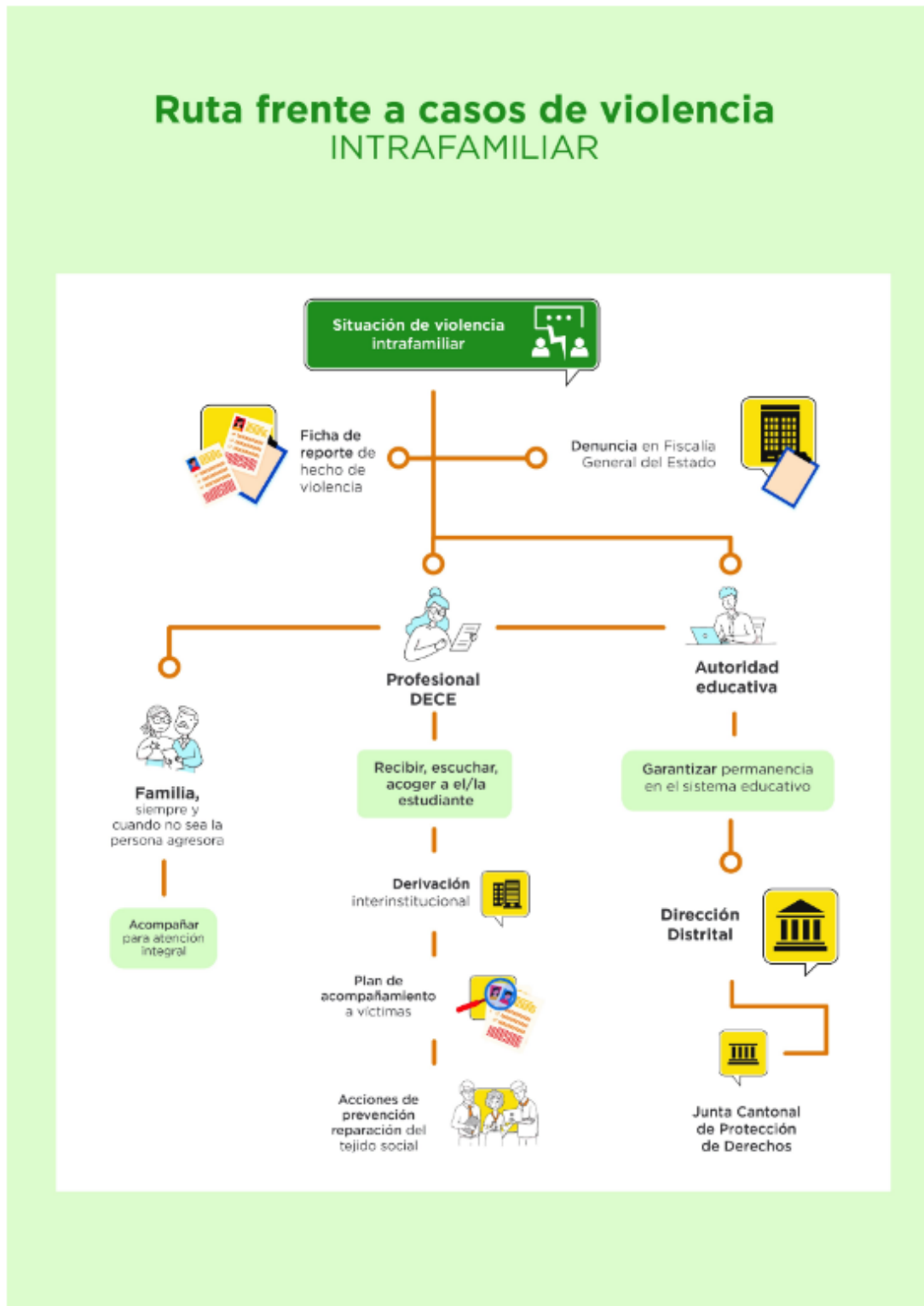




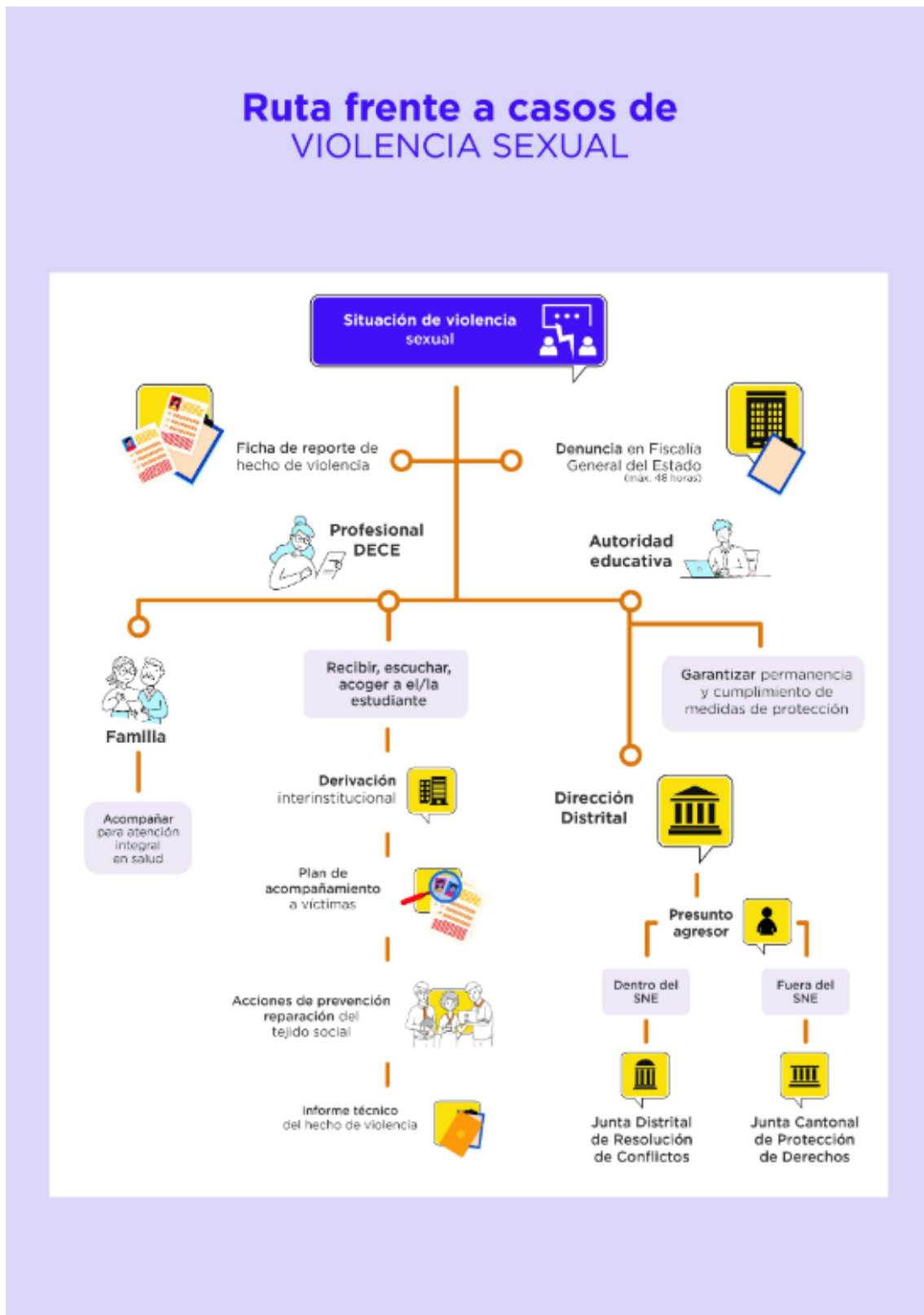
## Appendix 5: Cases of institutional violence



## Appendix 6: Cases of violence in the family



## Appendix 7: Cases of sexual violence



## Appendix 8: Local Support Agencies

Education District:	593 (02) 3930830
DINAPEN:	593 (02) 3280893
Junta de Protección de Derechos de los niños, niñas y adolescentes: La Delicia:	593 (02) 2294342
Fiscalía General del Estado, Tumbaco:	593 (02) 2905053

### *How to make a denuncia (report) at DINAPEN*

1. DINAPEN: **Dirección Nacional de Policía Especializada para Niños, Niñas y Adolescentes**
2. Video showing process of making a [report on line](#) to DINAPEN