



British School
Quito
an Orbital Education School

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

Behaviour Policy

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[3 Year review cycle.](#)

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Policy Lead:

Principal

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Introduction

A clear policy of school behaviour, applied in a coherent and fair manner, is the basis of effective education. School staff, pupils, and parents must be clear about the high standards of behavior expected of all pupils at BSQ. The behavior policy is supported and endorsed by Senior Leaders and the School Principal.

Good behavior is fostered through a combination of high expectations, clear policy, and ethics that promote discipline and mutual respect among pupils and between staff and pupils. Discipline is based on the reinforcement, by all positive means, of behavior acceptable for learning in the classroom, in the school, outside the school by representing our values and in uniform, and at break. All staff, including the administrative team, teaching assistants, and teachers, should be aware of school policy and support each other to ensure that it will be consistent. All staff should adopt a uniform approach, common standards, and be a role model for pupils.

This policy was prepared for all teaching and support staff who meet pupils and for volunteers working at the school. The policy is available to parents and guardians through the school's website and the principles are communicated to pupils.

Every effort will be made to ensure that the staff of this school clearly understand this policy and their responsibilities in the context of their duty of care.

We encourage children to be responsible for their own actions so that they realize the possible results of what they say and do. They are encouraged to behave in a way that does not make others unhappy for whatever reason. Children should be aware of simple rules and their purpose. They must understand what constitutes acceptable behavior and the social skills needed to live and work within our community.

History

The British School Quito is a school located in the Tumbaco Valley, Quito, Ecuador, it is an international school that gather around 14 nationalities. We are proud of our British-Ecuadorian roots and maintain an excellent reputation in both the local and international community.

Our curriculum is designed so that everyone can fully develop. Our teaching style is personalized and student-centered, so that each student can reach their full potential and make the most of their time at the school.

We deliver the British curriculum of international quality and prepare pupils for entry to the best universities as we have study programmes that are based on the English National

Curriculum, the Cambridge International General Certificate of Secondary Education (iGCSE) in Years 10 - 11, and the International Baccalaureate Diploma (IBO) in Years 12 - 13.

The school was established under a bilateral agreement signed on 9 June 1995 between the Government of the Republic of Ecuador and His Majesty's Government of the United Kingdom. Moreover, the school is a registered foundation whose sole purpose is educational.

Since 2014, British School Quito has been part of the Orbital Education group, being part of a network of international schools in Hungary, Slovenia, Spain, Albania, Qatar, China and Mexico.

Our values

- Excellence

We are ambitious and develop resilience, independence, and a lifelong love of learning.

- Respect

We celebrate diversity, fostering respect for people and the world around us.

- Responsibility

We are committed, promoting actions and behaviors that support a sustainable future.

- Integrity

We are transparent, honest, and ethical in all our relationships.

- Compassion

We are kind and caring, and we encourage everyone to succeed.

Our vision

- We live and learn together with respect and care for each other.
- We live and learn with a happy and welcoming attitude for all.
- We live and learn with an active and purposeful focus on our ambition.

Curriculum and learning

Pupils will be happy, safe, and challenged in their learning.

In accordance with all other Orbital schools, we:

- We take advantage of the opportunities offered by our host country, Ecuador, its language, culture, traditions and history. We are a significant member of our local community.
- We celebrate and promote Global Internationalism. Pupils leave our school prepared to become members of a global community, well prepared for life in a rapidly changing world.
- We value the native language and cultural identity of pupils' families and, when possible, provide specialized instruction to enable pupils to develop their native language.

- We recognize that most pupils are simultaneously mastering the English language as a means of ownership of their learning. Assessment, support and awareness of EAL (English as an Additional Language) needs are addressed in all phases of our school.
- We provide a holistic educational experience that celebrates individuals' unique talents and passions, developed through a wide range of co-curricular activities.
- We explore the opportunities provided by digital technology, particularly a virtual learning environment to promote an individualized learning approach and encourage collaborative teaching and learning.
- We are not selective in the admission of pupils, but only pupils whose needs can be met by the school will be enrolled.

We hope and hope that pupils at British School Quito will develop good learning habits, a strong sense of responsibility, self-discipline and respect for others. Pupils are encouraged to achieve the highest levels of achievement in their studies, and we celebrate and recognize their efforts. Our pupils are expected to be courteous and respectful of others, regardless of gender, race, creed, or nationality.

While respecting the importance of their own culture, we aim to empower and prepare our pupils with the skills necessary to contribute to and succeed in a global society. We believe that a partnership between pupils, teachers, administration, and parents will enable all individuals to become valued members of the school community and global society. How we deliver an outstanding education and measure ourselves against our promises.

Our school behaviour policy

Definition of the school behaviour policy

The School Behaviour Policy is a public document created by the British School Quito (BSQ) community. It outlines the principles, objectives, and policies that govern relationships within the school. The policy defines methods and procedures, developed through a democratic process, to achieve the school's goals

Objectives of the school behaviour policy

- Respect Human Rights:
 - Ensure all school activities respect the human rights of everyone in the community.
- Promote Participation and Responsibility:
 - Encourage active participation and shared responsibility among pupils, families, staff, and administrators to foster harmony, dialogue, and peace.
- Innovative Conflict Resolution:
 - Use innovative methods tailored to our community for resolving conflicts.
- Recognise Pupils' Rights:
 - Affirm that children and adolescents have rights and should be involved in decisions affecting them, providing spaces for dialogue.

Characteristics of our school behaviour policy

We consider that the School Behaviour Policy of our school is an instrument that the entire school community must use on a mandatory basis, so it must be:

- Understandable: It has been clearly written and is accessible to all members of the community.
- Relevant: adapted to the needs and realities of our community.
- Contextualized: reflects and responds to the particularities of the BSQ and its environment.
- Applicable: it is easy to implement in everyday school life.
- Consensual: it has been built with the participation and agreement of all the actors in the community.
- Integrative: promotes inclusion and respect for diversity.
- Restorative: it has been focused on the repair and restoration of social, personal and emotional relationships in the face of conflicts.
- Preventive: anticipates and prevents situations of conflict or risk.
- Flexible: it can adapt to changes and new situations over time.

The philosophy back of our school behaviour policy

The British School Quito's School Behaviour Policy is based on several key principles and approaches:

- Restorative Justice: Focused on repairing damage and restoring relationships.
- Positive Discipline: Promoting the development of socio-emotional skills and responsible behavior.
- Safeguarding Principles: Adhering to national and international regulations to protect all members of the community.
- Human and Social Development: Promoting the integral growth of everyone.
- Sustainable Development Goals (SDGs): Incorporating practices that support the SDGs.
- International Baccalaureate Profile: Integrating the attributes of the International Baccalaureate profile into our behaviour.
- Likewise, true to our British-Ecuadorian roots we follow educational advice, policies and practices on behaviour in schools and the related legal duties of principals, staff members, as well as the school community dictated by the Ecuadorian Government detailed below:

Constitution of the Republic of Ecuador Art. 26:

"Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment, a guarantee of equality and social inclusion and an indispensable condition for good living. Individuals, families and society have the right and responsibility to participate in the educational process."

Code on Children and Adolescents Art. 38: Objectives of the Education Programmes:

"To promote and practice peace, respect for human rights and fundamental freedoms, non-discrimination, tolerance, appreciation of diversity, participation, dialogue, autonomy and cooperation".

Organic Law on Intercultural Education Art. 2:

"Educational establishments are democratic spaces for the exercise of human rights and promoters of the culture of peace, transformers of reality, transmitters and creators of

knowledge, promoters of interculturality, equity, inclusion, democracy, citizenship, social behaviour, participation, social, national, Andean, Latin American and global integration."

General Regulations to the Organic Law on Intercultural Education Art. 89:

"The Code of Behaviour is the public document constructed by the actors that make up the school community. It must detail the principles, objectives and school al policies that regulate the relations between the members of the school community; To this end, methods and procedures must be defined aimed at producing, within the framework of a democratic process, the actions indispensable to achieve the ends of each school."

Ministerial Agreement No. 332-13 of September 6, 2013, Art. 2:

"The Code of Behaviour is conceived as the instrument through which environments conducive to learning are guaranteed and harmonious behaviour between all actors in the school community is facilitated."

Protocols and Routes of action in the face of acts of violence and/or sexual violence detected or committed in establishments of the national education system. 2014. Ministry of Education of Ecuador.

Similarly, the British government's safeguarding laws and guidance for children and adolescents include several key regulations to ensure the protection and well-being of minors. These include:

In addition we reference key British legislation and guidance, though they have no standing within the Ecuadorian framework.

[Children Act 1989 and 2004:](#)

[Safeguarding Vulnerable Groups Act 2006:](#)

[Education Act 2002:](#)

[Working Together to Safeguard Children 2023:](#)

[Keeping Children Safe in Education 2024:](#)

General agreements & commitments

All members of the BSQ school community agree to:

- Prioritize transparency and respect for regulatory guidelines:
- Know and respect school regulations in a transparent manner.
- Foster an environment of respect and tolerance:
- Cultivate respect, tolerance, and appreciation for diversity.
- Maintain open and constructive communication:
- Practice effective and positive communication.
- Take care of school al assets and resources:
- Consciously use and maintain the school's resources.
- Adopt a culture of sustainability:
- Promote sustainable environmental and social practices.
- To promote harmonious behaviour, respect, dialogue and peace:
- Develop socio-emotional skills and promote the responsible use of technology.
- Value our school identity by recognizing and strengthening the elements that make up our identity.

- Promote academic integrity and probity:
- Apply and promote the principles of integrity in all academic activities.
- Encourage a balanced lifestyle:
- Promote a healthy balance between study, rest and recreational activities.
- Building a mutually supportive environment: To promote empathy and solidarity in all our interactions.

Agreements & commitments

Pupils:

Criteria:

Community Living

Pupils Agree to:

Prioritize Transparency, Knowledge and Respect for School al Regulatory Guidelines

Commitment:

Respect and comply with the rules of behaviour, code of conduct and regulatory procedures of the BSQ:

- Know and respect the rules established by the school.
- Be informed about the rights and responsibilities we have as pupils.
- Always maintain the codes of action expected under digital citizenship.
- Take responsibility for our choices and actions.
- Comply with the schedules established by the school in the different school activities

Pupils Agree to:

Fostering an Environment of Respect, Tolerance, and Appreciation for Diversity

Commitment:

Be open-minded to respect the differences between people, and not judge them for what they think, believe or are:

- Avoiding all forms of discrimination, racism or exclusion
- Promote the inclusion of my classmates with specific educational needs, supporting them in their learning process.
- Participate in initiatives and events that promote diversity and inclusion.
- Use vocabulary that respects differences, without rude or profane words.
- Value and participate in activities related to interculturality.

Pupils Agree to:

Maintain Open and Constructive Communication

Commitment:

- Use the regular channels of communication established by the school.
- Integrate active listening as habits of our communication.
- Respect the diversity of opinions and perspectives of others.

- Practice digital ethics to promote a safe, positive, and assertive online communication environment.
- Assume responsibility for your learning.

Criteria:

Relationships with the Physical and Environmental Environment

Pupils Agree to:

Caring for and Consciously Using School Goods and Resources

Commitment:

- Comply with and respect the rules of use and care of the facilities, equipment and implements of classrooms, laboratories, library, MPR and recreational areas, such as courts and swimming pool, canteen and bathrooms.
- To report any news related to the deterioration or destruction of a material resource or of the school.
- Keep the classrooms and facilities of the school clean and tidy.
- Properly use and return on time the electronic resources provided by the school.
- Properly use and return on time and in good condition the books and educational or sports material lent by the library.

Pupils Agree to:

Adopting and Promoting a Culture of Environmental and Social Sustainability

Commitment:

- Participate in activities and projects that promote environmental responsibility, sustainability, in our school environment and local community.
- Contribute to the reduction of the use of paper and single-use plastic in school activities.
- Place the garbage in the corresponding places, ensuring the proper classification of waste.
- Do not waste or play with our food.
- Promote a culture of recycling and waste reduction.
- Contribute to the reduction of water and energy consumption.

Criteria:

Acting in the Educational and School al Dynamics

Pupils Agree to:

Promoting Harmonious Behavior, the Development of Socio-Emotional Skills and the Responsible Use of Technology

Commitment:

- Comply with the provisions for the safe use of the internet and technological devices.
- Develop discipline as a habit and rule of life, understanding that it is manifested through order, honesty, responsibility, empathy, cleanliness and punctuality.

- Attend all class hours punctually, recognizing the importance of arriving on time. In the case of secondary school, it is necessary to communicate their absences to teachers and how the lost class hours can be equalized or recovered.
- Socialize and enforce provisions for the safe use of the internet and technological devices.
- Value and contribute to the development of emotional skills (ours and those of our classmates).
- Wear the uniform appropriately and respectfully, recognizing it as a symbol of pride and belonging to the BSQ.

Pupils Agree to:

Freedom with responsibility and democratic participation

Commitment:

- To act responsibly in the different acts of democratic participation of the school.
- Maintain a positive attitude and conduct appropriate in the various school activities outside and inside the school.
- Seek support for conflict resolution from the relevant bodies
- Participate freely, democratically, and responsible for the activities carried out by the Student Council.
- Participate in the actions it promotes the school regarding diversity and interculturality.

Pupils Agree to:

Valuing the Elements that Strengthen Our School al Identity

Commitment:

- To know and appropriate the values and principles of our school.
- Know and appropriate the principles and attributes of the International Baccalaureate Learning Community Profile.
- Take responsibility for integrating the school values and attributes of the IB profile into our daily lives and interactions with others.

Pupils Agree to:

Applying and Promoting the Principles of Academic Integrity

Commitment:

- To act with honesty and transparency in all our academic and training activities.
- Conduct formative and summative academic assessments that reflect our own effort and understanding.
- Prepare responsibly to successfully take international exams Compulsory, such as IGCSE and International Baccalaureate tests, and the corresponding national exams.

Criteria:

Lifestyle

Pupils Agree to:

Maintaining a Balanced Lifestyle

Commitment:

- Exercise and/or play sports to maintain good health.
- Take care of our body and value sexuality, avoiding actions that destroy our dignity and well-being.
- Avoid the consumption of substances that threaten our health.
- Participate responsibly in the development of drills and events that guarantee comprehensive security.
- Organize free time in a productive and healthy way.
- Participate responsibly in campaigns that promote physical, emotional, and social health.
- Participate responsibly in the development of drills and events that guarantee comprehensive security.
- Organize free time in a productive and healthy way.
- Participate responsibly in campaigns that promote physical, emotional, and social health.
- Actively participate in PSHE and LLS classes.

Pupils Agree to:

Building an Environment of Mutual Support, Privileging Empathy and Solidarity

Commitment:

- Act with zero tolerance for bullying, reporting any type of bullying behavior and providing support to those who have experienced it.
- Avoid the inappropriate use of technological resources and social networks to damage the integrity or image of any person inside and outside the school.
- To be considerate and kind to each other in all circumstances, including in virtual communications.
- Be sensitive and respectful in demonstrations of affection and affection in school spaces.
- Participate and collaborate in activities that promote the development of emotional skills and contribute to a positive school environment.

Families

Criteria:

Community Living

Families Agree to:

Prioritize Transparency, Knowledge and Respect for School al Regulatory Guidelines

Commitment:

- Participate in events and meetings, where they can obtain relevant information on school regulatory guidelines.
- To share experiences and collaborate with strategies for the construction of a positive educational environment

- Respect and comply with the agreements and commitments of behavior, code of conduct, policies and regulatory procedures of the BSQ.
- To promote in my home the importance of respect for the rules of school al behavior.

Families Agree to:

Fostering an Environment of Respect, Tolerance, and Appreciation for Diversity

Commitment:

- To foster an environment of respect and tolerance towards individual differences in my home.
- To promote in my home an understanding and appreciation for cultural, ethnic, religious and thought diversity.
- To educate our children by example, being a model of respectful behavior at home and in the treatment of members of the BSQ community
- Avoid all forms of discrimination and xenophobia.
- Encourage our children about the importance of respecting and supporting their teachers and classmates.
- To foster inclusion and understanding of the unique abilities and neurodivergences that everyone brings to our school community.
- Respect gender equity and equal opportunities.
- Collaborate with BSQ teachers and staff to adequately support our children and those who require specific adaptations, if needed.
- Actively participate in initiatives and events that promote diversity and inclusion.

Families Agree to:

Maintain Open and Constructive Communication

Commitment:

- Establish dialogues with respect and consideration with other families, teachers, authorities and other members of the school community.
- Maintain due discretion of information received in confidential meetings.
- Respect the regular channels of communication established by the school.
- Use the official means of communication of the school to keep ourselves informed.
- Attend events, conferences, and activities organized by the school to be fully involved in my child's educational experience.
- Organize all family activities and/or individuals, so that they do not interfere with the school schedule.
- Respect the hours of operation and appointments with teachers and authorities
- Read in depth and in a comprehensive way the communication policies that our school has.

Criteria:

Care and use consciously assets and resources

School al Families Agree to:

- Instill responsibility in our children for the care of the resources and goods that the school makes available to them.

- To instill responsibility in our children for the care of the resources and goods that we as parents have acquired and made available to them.
- Encourage our children to have rules of civility, habits of order and cleanliness, and good customs.
- Replace the material goods that are affected by improper use by our children.
- To promote the valuation and conservation of one's own and others' assets

Families Agree to:

Adopt and promote a culture of environmental and social sustainability Commitment:

Commitment:

- To support the development of programs and projects that promote a culture of sustainability and environmental protection.
- Promote environmental, social and economic awareness at home.
- Attend and participate in events, talks and school activities focused on projects that promote a culture of sustainability and environmental protection.
- Adopt sustainable habits, such as energy saving, proper waste management and responsible consumption.
- Promote the reasonable and sustainable use of natural resources
- Be an example in our homes, showing good habits of protection and care for the environment.

Criteria:

Performance in the dynamic learning environment

Families Agree to:

Promoting behavior harmonica, development socio-emotional skills and the responsible use of technology

Commitment:

- Attend with obligation and responsibility meetings, conferences of individual or collective parents and teachers convened by the school.
- Respect decisions and agreements related to conflict resolution and enforcement of disciplinary actions.
- Always maintain the codes of action expected under Digital Citizenship.
- Guide our children in the correct use of technological devices and social networks.
- To develop discipline as a habit and rule of life for our children, and its demonstration through order, cleanliness and punctuality.
- Respect the protocols for entering and exiting the facilities, parking, buses and drive-through, and the staff that continuously supports this work.
- Staying within the boundaries of the non-pedagogical areas for mothers, fathers and legal parent/legal guardians, when we enter the school to attend an appointment and continue with the identification protocols.
- Inform the medical department in a timely manner about diagnoses and medical recommendations to be considered.
- Communicate in a timely manner to the respective authorities in case of absences of our clients from the school.

- Ensure that our children attend the academic, social, cultural and sports activities organized by the school on time.
- Respect the dress codes that govern families who need to enter the school.
- Ensure the correct use of the uniform by our children.
- Participate and collaborate in activities that promote the development of emotional skills and contribute to a positive school environment.

Families Agree to:

Value the elements that strengthen our school al identity

Commitment:

- Know and commit to the school philosophy and objectives.
- Know and commit to the principles and attributes of the International Baccalaureate Learning Community Profile.
- Reinforce at home the values and attributes of the IB profile that the school promotes.

Families Agree to:

Implement and promote Principles of academic Integrity

Commitment:

- Encourage honesty in our children when they communicate situations that alter school behaviour.
- Know and understand what academic integrity implies in school.
- To constantly promote academic integrity in our children.
- To support our constituents in preparing to take the mandatory international exams, such as IGCSE and the International Baccalaureate, and national exams.

Criteria:

Lifestyle

Families Agree to:

Encourage a balanced lifestyle

Commitment:

- Baccalaureate tests, and the corresponding national exams.

Criteria:

Lifestyle

Families Agree to:

Support children to have a balanced lifestyle.

Commitment:

- Practice and instill healthy eating, hygiene, and self-care habits.
- Keep our children at home when their health is affected.
- Set an example of not consuming substances inside and outside the home that can affect our health.
- Maintain greater communication about the sex education we can provide to our children.

- Create spaces that allow us to improve family dynamics and share free time with our children.
- Avoid all types of violence in our homes.

Families Agree to:

Build an environment of mutual support, privileging empathy and solidarity

Commitment:

- Maintain control of our emotions and respect the emotions of others.
- To encourage our children to respect the physical and emotional integrity of the entire school community.
- Be aware of the emotional stability and self-esteem of our children

Staff

Criteria:

Community Living

Staff Agree to:

Prioritize transparency, knowledge and respect for regulatory guidelines

Commitment:

- Respect and comply with the rules of behaviour, internal regulations, policies and regulatory procedures of the BSQ.
- Participate in events and/or meetings aimed at defining and socializing agreements and commitments to behaviour.
- Collaborate and implement strategies for the construction of a positive educational environment.
- Promote the importance of respect for regulatory guidelines and living school al values

Staff Agree to:

Fostering an environment of respect mutual tolerance and appreciation for diversity in our community

Commitment:

- Promote respect and good treatment among peers and with all members of the school community.
- Be an example of respect for diversity.
- Generate learning experiences that promote the appreciation of multiple diversities and the strengthening of international mentality.
- Generate spaces for dialogue, reflection, and collaborative work that allow the exchange of ideas and contexts.
- Promote and participate in multicultural and inclusion scenarios and events.
- Understand and value the unique abilities that everyone brings to our school community.
- Respect gender equity and equal opportunities.
- Promote good treatment, dignified, inclusive, equitable and egalitarian relationships.
- Avoid discrimination and don't judge people for what they think, believe or are.

- Design and execute differentiated planning and assessments for pupils with specific needs.

Staff Agree to:

Maintain communication open and constructive

Commitment:

- Promote assertive communication in which dialogue, active listening and respect for the opinions of others are privileged.
- Comply with and socialize our communication policies.
- Inform them what our regular channels of attention are and the official means of communication.
- Attend punctually collective and individual meetings among peers, with families and pupils.
- Practice digital ethics to promote a safe, positive, and assertive online communication environment.

Criteria:

Relationships with the physical environment and environmental

Staff Agree to:

Caring for and consciously using school al goods and resources

Commitment:

- To take care of the assets and resources of the school assigned to us.
- To promote respect for one's own and others' school and public property; as well as the proper use of the BSQ's infrastructure, equipment and implements.
- Collaborate in activities that allow for proper monitoring and control of the infrastructure's use and its maintenance plan.
- Instill responsibility in pupils for the care of the resources and goods that the school makes available to them.
- Report any news related to the deterioration or destruction of a material resource or of the school.
- Promote cleanliness and order of the classrooms and facilities of the school.

Staff Agree to:

Adopting and promoting a culture of environmental sustainability and social

Commitment:

- Actively participate in developing programs and projects that promote a culture of sustainability and environmental protection.
- Promote understanding and achievement of the SDGs.
- Participate in events, talks and school activities focused on the SDGs.
- Adopt sustainable habits in school and at home, such as: energy saving, proper waste management and responsible consumption.
- Promote environmental, social and economic awareness.
- Promote the reasonable and sustainable use of natural resources.
- Comply with activities that promote environmental and SDG accreditations.

Criteria:

Performance in the dynamic educational and school al

Staff Agree to:

Promoting Harmonic behaviour, development social-emotional skills, and the responsible use of technology

Commitment:

- Consolidate the culture of peace and conflict resolution in the school community.
- Attend with responsibility and good disposition to the contingency assignments and shifts.
- Know and implement the mechanisms for resolution alternative of conflicts established by the school.
- Promote and inform the expected codes of action under Digital Citizenship.
- Socialize and enforce provisions for the safe use of the internet and technological devices.
- Develop discipline as a habit through order, cleanliness and punctuality.
- Acting by example to our pupils.
- Value and contribute to the development of skills emotional (ours and those of our colleagues, pupils and families).
- Consolidate the culture of teaching and learning from IB approaches and IB attributes.
- Attend academic activities punctually, social, cultural and sports organized by the school.
- Comply with school schedules and calendars.
- Wear the uniform correctly and maintain a good personal image.
- Ensure the correct use of the uniform and the good image personnel by our pupils.
- Know the school al emergency plan.
- Attended to the requirements in drill and emergency situations.
- Refrain from carrying illicit, harmful and/or illegal substances and/or objects.

Staff Agree to:

Assess the elements that strengthen our identity school

Commitment:

- To promote knowledge and appropriation of philosophy school.
- To promote the knowledge and appropriation of the philosophy of International Baccalaureate.
- Generate spaces that promote the practice of values.

Staff Agree to:

Applying and promoting the principles of academic integrity

Commitment:

- Consolidate the culture of peace and conflict resolution in the school community around Integrity.
- Understand and socialize the academic integrity policy.
- To constantly promote in our pupils the
- academic integrity.

- Know and execute procedures to consolidate the culture of Integrity.

Criteria:

Lifestyle

Staff Agree to:

Encourage a lifestyle balanced

Commitment:

- Promote healthy lifestyle habits and comprehensive safety.
- Participate in preventive medicine and occupational health planned by the school.
- Discuss and monitor hygiene-related issues in general.
- To promote sport in the school community.
- Avoid all types of violence, know and act in accordance with the established protocols in case of any situation.
- Contribute to supervising our pupils' behavior and recreation in the shifts, both recess and lunch or scheduled activities.
- Communicate to the Medical Department, the members of the SSD and/or authorities' cases in which there is evidence of nutritional problems, health, consumption and/or possession of alcohol/drugs, self-harm attempts by pupils or any member of our community.

Staff Agree to:

Building a supportive environment mutual, privileging empathy and solidarity

Commitment:

- Maintain control of our emotions and respect the emotions of others.
- To encourage our pupils to respect their physical and emotional integrity, and that of others.
- To be aware of the emotional stability and self-esteem of our pupils.
- Arrive punctually at the school, to classes, at time changes and to all scheduled activities.
- Timely delivery of required documentation.
- Comply with the teacher's own educational standards.
- Constantly research new methodologies, strategies, policies, and educational and pedagogical philosophies.
- To remain the entire teaching day within the school.
- Use the cell phone only for pedagogical purposes.
- Avoid comments against the school or any of its members, verbally, in writing, on social networks, avoiding offenses, slander and libel.
- To promote and support sports, artistic, social, solidarity and volunteering activities throughout the school community, as mechanisms of integration, respect and tolerance.
- Maintain a cordial and respectful relationship with all actors in the school community.
- Guarantee an adequate academic and disciplinary environment.

Staff Agree to:

Respect for diversity

Commitment:

- Work as a team for managing the educational and social programs the school proposes.
- Promote inclusive environments within classrooms and throughout the school.
- Make curricular adaptations; Use techniques and processes that allow the active and responsible participation of all pupils.
- Report any type of discrimination between the actors of the school community.
- Know and fully apply the policies and protocols of the school

School regulations

Timetable, schedules and calendar:

Before the Start of the School Day:

No child or student should arrive before 7:40 am as we are not responsible for their safety before this time. All staff, including external providers, arrive at or after 7:40 am. Senior staff members, secondary teachers, and primary class tutors are on duty at the drive-thru and bus parking lot from 7:40 am. At 8:00 am, pupils proceed to their Primary classroom or their designated group classroom in Secondary for registration and the start of the school day. Classes begin promptly at 8:05 am.

Break Time

Break hours for Primary are from 10:15 to 10:45 am and for Secondary from 11:05 to 11:25 am.

All pupils must go out to the dining room and playground, except those under the direct supervision of a staff member.

At the end of primary break, a whistle will be blown twice, or a bell will be rung.

- At the first sound, the children will stay still.
- At the second sound, the children will line up and wait for the hand signal that indicates silence.

The class teacher will go to the playground to pick up their class at the end of recess and quietly take them to the classroom, preparing them for their learning.

During rainy recesses, children will remain in their classrooms. Class teachers will arrange for their classes to be covered by Teaching Assistants and the specified staff members on shift. Children must be always supervised.

In Secondary, the staff on duty will inform pupils when they need to go to the lesson.

Lunch Time

Lunch hours for Primary are from 12:15 to 13:00 pm and for Secondary from 12:55 to 13:50 pm.

Meals should be enjoyable and social occasions where children and pupils talk to their friends and staff members. We encourage good manners and behavior during lunch in the dining area. Children and pupils are expected to sit appropriately at the table, use a knife and fork for school lunches, drink from cups, do not talk with their mouths full, do not shout, or get up and walk around.

Staff members on duty during lunch promote positive behavior and reinforce expectations of the school. Good communication about children's needs and problems promotes happy and safe lunches for all children. Shift staff members equally communicate good and unacceptable behavior of children and pupils to tutors and Living Leads in each section if necessary, ensuring consistency of expectations.

The courts and the playground are available every day next to the Art room. During lunch, the school's soccer field is also available for use and the staff on duty will manage supervision through different assigned routes. It should be noted that children at the initial and high school level have their own play area.

After School

At the end of the school day, the class teacher will accompany the children who will be picked up by their parents/legal guardians at the drive-thru or buses as appropriate. The classroom teacher must ensure that each child returns home safely with a parent/guardian or is under the care of a member of the school. In the case of high school, pupils will make their own way to the drive-thru or buses promptly, and shift staff must ensure that each student returns home safely with a parent/guardian or is under the care of a member of the school. Any children or pupils not picked up on time at the end of the day will wait in the main reception area while their parents are contacted. This will be handled by the receptionist.

Parents and legal guardians should be encouraged to pick up children on time.

Dismissal time for Primary is 3.10 pm (12.00pm for Nursery) and for Secondary 3.20 pm.

It is important to mention that British School Quito has a schedule from Monday to Friday and the School Calendar shows the days during the year. The Calendar is shared with the community once approved by the Ministry of Education.

Student attendance

According to what is stipulated in Article 168 of the LOEI regulations, attendance is mandatory. It is the legal parents or guardians of the pupils' obligation to guarantee their wards' attendance at classes. Similarly, the pupils are responsible for staying in the school throughout the school day. The control and registration of attendance in the school is mandatory and must be done following the school's internal procedure.

Absences

If the absence exceeds two consecutive days, the student's parent or legal guardian must justify it with the respective documentation. If the student's absence is recurrent and duly justified (due to illness or sports competitions on behalf of the province or the country), the highest authority of the school will guarantee the continuity of studies, psychopedagogical support, and the corresponding academic tutorials as needed. However, if there is no justification, the absences will be considered unjustified and will be registered in our ISAMS system.

Tardiness

Delays in the Start of Classes:

- A student over five (5) minutes late without communicating with the tutor or living lead will have their tardiness recorded. In the case of the secondary section, it will be recorded in ISAMS as a LEVEL 1.
- After two (2) unjustified delays, the tutor or living lead will communicate with the legal parent or guardian and document an interview to establish an improvement agreement. In the secondary section, this will be recorded as LEVEL 2.
- If tardiness continues, the tutor or living lead will inform the Primary or Secondary School Principal to establish a formal agreement. The student's conduct grade (C) will also be affected for non-compliance with the established rules.

Delays During Classes:

- Pupils may not leave the classroom during class or during time changes without authorization from the teacher, tutor, or living lead. For the first delay, the teacher, tutor, or living lead will talk to the student, record the absence, and communicate with the parent or guardian to establish an improvement agreement. In the secondary section, this will be recorded as LEVEL 1.
- If delays continue, the teacher, tutor, or living lead will inform the Primary or Secondary School Principal to establish a formal agreement. The student's conduct grade (C) will also be affected for non-compliance with the established rules. In the secondary section, this will be recorded as LEVEL 2.

Observations: At Early years if a student is repeatedly late, a letter of commitment will be established with the tutor and the School Principal/HoS of Primary.

Failure to Attend an Evaluation:

When a student misses an evaluation, the parent or guardian must justify the absence to the tutor or living lead:

- If a medical certificate or other valid documentation is provided, the student will be evaluated on the same scale as the rest of the pupils. The evaluation date will be coordinated with the teacher, tutor, or living lead and determined by the academic coordination of the corresponding level.
- If no justification is provided, the student will receive a minimum passing grade of seven (7). This will be communicated to the parent or guardian by the academic coordination of the corresponding level.

Observations: For Primary and Early Years, actions to be taken will be determined after an analysis by the School Principal and Hos of Primary.

Delayed Work Due to Non-Attendance:

- When a student misses classes and provides the respective justification, they must submit their work within 72 hours (about 6 days) of returning to classes without any prejudice to their grade. If unable to submit within the established time, authorization from the academic coordination is required.

- When a student misses classes and does not provide justification, the work must be submitted within 72 hours (about 6 days) of returning to classes. If unable to submit within the established time, authorization from the academic coordination is required.
- In case of non-submission despite the established process:
 - First Delay: Minimum grade of 7 out 10 (Ecuadorian Grade)
 - Second Delay: Minimum grade of 5 out 10 (Ecuadorian Grade)
 - Third Delay: Grade of 0 out 10 (Ecuadorian Grade)

Observations: For Primary and Early Years, actions to be taken will be determined after an analysis by the Head of Primary and the school Principal

Abandonment of the School Day:

- If a student leaves the school without the corresponding permission from the School Principal, HoS, or medical department, the parents or guardians will be informed. The student will be considered to have committed a serious breach of misconduct.

Other specific criteria:

- Permissions to leave during a class period or school day will be authorized if the legal parent/legal guardian requests it in person or through an email. It will not be authorized through telephone calls or by persons other than the legal parent/legal guardian.

Observations: Only pupils with the authorization document from the legal parent/legal guardian, verified respectively by the teacher, tutor, living lead, or section School Principal, can leave.

- In a field trip or academic, sports, cultural, or social events, pupils can leave if the legal parent/legal guardian signed the letter of authorization to leave or sent an email. Authorizations will not be accepted through telephone calls, text messages, or informal writings (e.g., notebook sheets).
- Change of school bus routes or last-minute changes on departure procedures: In the event of a change in the form of departure or pick-up of a student, please notify the tutor or living lead by email with the respective backup, 24 hours in advance. No last-minute orders will be accepted.
- Entry of taxis or services such as Uber, Cabify, or any other transportation service for student pick-up is prohibited. Please refer to the transportation and safeguarding school policies.

Uniforms

The uniform of the British School Quito identifies pupils as part of our school. Wearing the uniform correctly is mandatory and has a direct impact on the behavior grade. Pupils must wear their uniform properly every day. Respecting the rules established by the school prepares our children and young people to be responsible citizens.

We are confident that with the support of the family, this task will be fruitful. Failure to wear the uniform in accordance with the indicated regulations will be considered a breach of school rules.

Repeated offenses will be treated as a serious matter, and the student and parents will be informed of the consequences. Teachers or tutors must communicate, via email, to the living lead of their section about the improper use of the uniform by a student. It is worth mentioning

that in the event of medical conditions that prevent wearing a specific garment, proper justification or medical support must be provided. This must be verified by the medical department and reported to the living lead of their section.

Early years uniform

Nursery and Reception Uniform	
Track Suit	BSQ swim kit (navy blue swimsuit for girls and shorts for boys), protective long-sleeved vest, swimming cap and towel.
White school t-shirt	
Dark blue or black running shoes	
BSQ legionnaire hat	
T-shirt of the respective house	

Primary uniform

Student Uniform	Swimming and Physical Education
Navy blue sweater	BSQ Swim Kit (Girls: navy blue one-piece swimsuit or two-piece swimsuit. Kids: shorts)
White polo shirt	Long-sleeved protective shirt, swimming cap and towel.
Grey trousers / Grey knee-length skirt	Track Suit
white or blue tights/socks	White BSQ T-shirt
Black shoes	House T-shirt
BSQ legionnaire hat or cap	Running shoes

Secondary uniform

Student Uniform	PE / House	Swimming kit
Navy blue sweater	Track Suit	BSQ navy blue swim shorts or swimsuit
White BSQ T-shirt	White BSQ T-shirt	Swimming cap
House tie	White Socks	Towel

Grey, blue or black tights/socks	Running shoes	Long-sleeved protective t-shirt
Grey trousers / grey skirt	House T-shirt	
Black shoes	Cap	

Important considerations

- Shoes must be sporty, and suitable for all types of physical activity. They must protect the student's foot when doing sports and, therefore, they cannot be in sandals or boots.
- Everyday shoes must be black, leather school model or sports shoes.
- Boots are not permitted.
- Girls and young women are not allowed to wear heels.
- Girls and young women should wear thick leggings, not nylons. Girls and young women can wear skirts or pants at their discretion. If you choose a skirt, you must wear a maximum of four centimeters above the knee.
- Men's and women's track suit pants and formal trousers should be straight cut, not tight-fitting, or spandex type.

Authorized extra garments

- For cold days, black, blue or white scarves can be used.
- Black, blue sweaters or jackets are also allowed without any distinction. No hoodies.
- Caps with black or blue visors can be worn for Physical Education hours. Caps may not be worn inside the classroom. It is recommended to create in pupils the habit of using sunscreen.
- Y13 pupils can use their hoodie, nevertheless the model and color of the hoodie that have been chosen must be presented and approved in advance.

Rules to be observed in the correct use of the uniform:

- It is important that the uniform size is appropriate and in good condition.
- It is requested to mark the uniform garments with the name of the pupils. In case of loss, the student or their parent/legal guardian can approach reception to look for them. Those garments that are forgotten and are not marked will be donated at the end of every month to a charitable school.
- Unauthorized uniform garments will be removed by guardians or living leads.

About the celebration of birthdays

The parent or legal guardian must request permission via email from the HoS of EFYS or Primary 48 hours (about 4 days) in advance of the desired date. The celebration will last 35 minutes, and the specific time and food allowed for the birthday celebration will be defined. It is forbidden to bring the following items to the school: piñatas, room decorations (curtains, balloons), speakers for playing music, clowns, or entertainers. The parent or legal guardian may optionally bring a sign, tablecloth, candle, and birthday hat. Up to three family members can enter the school to share and/or collaborate with the activity. The internal celebration will be exclusively with classmates, in the classroom, and with their respective uniforms.

Observations: Birthday celebrations for secondary pupils are not allowed within the school. However, they can bring a cake and leave it in the tutor's room, waiting until break time to enjoy it. Importantly, secondary pupils cannot request food through any food mobile application

About the use of books

In Secondary, textbooks are lent to the pupils. They must be registered at the library, properly cared for, and returned at the appropriate time. In Primary school, reading books can be borrowed for seven days. After one week, the books must be returned or the loan renewed.

Damage to or loss of textbooks and the library will be charged at the cost of repair or replacement. Pupils who have books or other materials behind schedule will not be allowed to borrow any more items. Books over one month past due will be considered lost and charged as replacement cost.

Digital citizenship

The responsible and ethical use of technology is fundamental for the development of good digital citizens. Below are the behavioral expectations for our pupils in relation to digital citizenship and etiquette in the use of the internet and devices:

Responsibility and Safety:

- Use strong passwords and keep them confidential.
- Do not share personal information or that of others without consent.
- Report any inappropriate content or suspicious behavior to a trusted adult.

Respect and Kindness:

- Treat others with respect online, just as they would in person.
- Avoid cyberbullying and report any incidents of online bullying.
- Respect the opinions and views of others, even if they are different from your own.

Etiquette in internet and device use

Appropriate Use:

- Use devices only for educational activities during school hours.
- Avoid using devices during classes, meetings, or school activities, unless authorized.
- Do not download or share illegal or inappropriate content.

Effective Communication:

- Use clear and respectful language in emails and messages.
- Avoid using excessive capitalization, as it can be interpreted as shouting.
- Check and correct spelling and grammar errors before sending messages.

Time Management and Distractions:

- Limit screen time and take regular breaks to avoid digital fatigue.
- Use apps and tools productively and avoid distractions such as games or social media during study time.

Use of cell phones and electronic devices

Pupils from EYFS (Preschool) to KS3 (Year 10) use of mobile phones in school is prohibited. KS4 and KS5 pupils can use it under certain circumstances; Please refer to the guidelines of the leaders of each section. The use of cell phones as mentioned is regulated. Failure to comply will be considered a serious offense – Level 2 and will be confiscated by the living lead of the relevant section and delivered at the end of the school day. The continuous non-compliance leads to the lack of escalation progressively and the parent and legal parent/legal guardian must be contacted immediately.

Pupils in grades 5 to 13 who bring their own devices should consider the type of device they select; these should be able to operate all the necessary learning tools and functions that we require. If you have questions, please contact the school and look at the policies on the use of electronic devices. If the electronic device has not been used for its ultimate purpose, which is educational and learning, it will be considered a serious offense – Level 2 and will be confiscated by the living lead of the relevant section and delivered at the end of the school day. Continuous non-compliance leads to a progressive escalation and the parent and legal parent/legal guardian must be contacted immediately and may result in:

- Temporary or permanent restrictions on the use of devices and access to the internet.
- Disciplinary consequences as established by law.
- Repair of damage in cases of misuse or intentional damage to school devices or other classmates.

All high school pupils have a locker, and items must be locked inside in their safety. In the case of primary school pupils, they must leave their devices in the classroom. Although we pride ourselves on having an honest community, valuables should never be left unattended in bags, bathrooms, or yards.

Radicalization and extremism

There is no place for extremist views of any kind in our school, whether from internal sources – pupils, staff, or external sources – the school community or individuals. Our pupils see our school as a safe place where they can explore controversial topics safely and where our teachers encourage and facilitate this – we have a duty to make sure this happens.

Extremists of all ideologies seek to develop destructive relationships between different communities by promoting division, fear, and distrust of others based on ignorance or prejudice and thus limiting the life opportunities of young people. Any prejudice, discrimination, or extremist views, including derogatory language, displayed by pupils or staff will always be challenged and, where appropriate, fully addressed of the law.

About the use of the canteen

Primary, children and teachers are expected to help to:

- Line up in an orderly manner and wait patiently for your turn.
- Use a moderate tone of voice and avoid shouting or running inside the canteen.
- Respect the employees of the canteen and follow their instructions.
- Do not play with food or waste it.
- Clean the table and deposit the rubbish in the corresponding containers after eating.

Secondary, pupils, teachers, and staff in duty are expected to help and

- Respect the designated hours for the use of the canteen.
- Maintain respectful behavior towards other pupils and canteen staff.
- Avoid hoarding tables and allow all pupils a place to sit.
- Do not carry your bags or place them on the tables.
- Do not use mobile devices in the canteen to avoid distractions and maintain a social atmosphere.
- Be aware of the dietary needs of others and do not drink more than necessary.

About the use of the bathrooms

Primary children are expected to:

- Ask a teacher for permission before going to the bathroom.
- Use the bathrooms quickly and orderly.
- Maintain cleanliness and take care of the bathroom furniture.
- Wash your hands after using the bathroom.
- If showers and changing tables are used, use them respectfully and promptly.
- Report any problems or damage to maintenance staff or a teacher.

Secondary, pupils are expected to:

- Do not use the bathrooms as a place to meet or socialize.
- Keep the space clean and respect the privacy of others.
- Wash your hands after using the bathroom.
- If showers and changing tables are used, use them respectfully and promptly.
- Report any problems or damage to maintenance staff or a teacher
- Do not smoke, vape, or consume prohibited or harmful substances for your health in the bathrooms.
- Or use the bathrooms during breaks to avoid leaving class unnecessarily.

About the use of buses

Primary and Secondary: Children and pupils are expected to:

- Respect and follow the instructions of the driver and the bus monitor.
- Stay seated and with your seat belt fastened during the journey.
- Speak quietly and avoid distractions to the driver.
- Do not take any body parts or objects out of the bus windows.
- Keep the bus clean and don't leave trash on the seats.

About the use of the drive thru and parking lot

Primary and Secondary: Children and pupils are expected to:

- Respect traffic signs and the indications of the personnel in charge.
- Do not run or play in the drive-thru or parking areas.
- Pupils must not be in the parking lot unsupervised.
- Drivers must follow speed rules and park in designated areas.

- Parents must pick up and drop off pupils in designated areas to ensure everyone's safety.

About the use of lockers

Secondary pupils:

- Access the lockers only at the allowed times (before class, during breaks and after class).
- Do not stick signs or make permanent marks on lockers.
- Keep the locker clean and in good condition.
- Pupils are responsible for items in their lockers and must ensure that they are always locked and locked.

About use of the IB center

Secondary pupils:

- Use the IB Center for academic activities and study.
- Maintain an environment of silence and respect for pupils who are working.
- Do not consume food or beverages that cause bad odors inside the IB Center.
- Respect the reservations of study rooms and do not monopolize the space.

Bringing weapons or other prohibited objects

For Primary and Secondary pupils:

- It is strictly forbidden to carry any type of weapon, including firearms, knives, or any object that can be used as a weapon.
- It is forbidden to bring dangerous or illegal objects, such as drugs, cigarettes, vapes, or alcohol, to school.
- Any student found in possession of weapons or prohibited objects will face disciplinary consequences according to the law and due process will be followed.
- Pupils should immediately inform an adult if they see or know of anyone having a prohibited weapon or object at school.
- The safety of all pupils and staff is a priority, and all necessary steps will be taken to maintain a safe environment.

Piercings and tattoos

At British School Quito (BSQ), we recognize that piercings and tattoos are personal choices and forms of self-expression. While we do not prohibit them, we have the following expectations:

Family Discussion:

- We expect that any decision regarding piercings and tattoos has been thoroughly discussed within your family. As minors, you require the authorization of your parents or legal guardians.

Respect and Sensitivity:

- Piercings and tattoos should not be offensive to others. They must align with the respectful and inclusive environment we strive to maintain at BSQ.

- Covering When Necessary:
- In certain cases, you may be asked to cover your piercings or tattoos, especially if they are deemed inappropriate for the school setting.

Expressions of affection

At British School Quito (BSQ), we understand that expressions of affection, such as holding hands and kissing, are natural parts of relationships. While we do not prohibit these expressions, we have the following expectations:

Respect and Sensitivity:

- Expressions of affection should be respectful and not offensive to others. They must align with the respectful and inclusive environment we strive to maintain at BSQ.

Appropriate Conduct:

- In certain cases, you may be asked to moderate or limit public displays of affection to ensure they are appropriate for the school setting.

Consent:

- All expressions of affection must be consensual. Both parties involved should feel comfortable and willing to participate in the display of affection. Consent is a fundamental aspect of any respectful relationship.

Promoting positive behaviour, self-discipline, and respect

At the British School Quito, discipline is formative rather than punitive. Before proposing any consequence, school authorities, class teachers, subject teachers, teacher assistants, and tutors must engage in dialogue with the student. If necessary, they should seek assistance from the Living Lead of their respective section. Instead of focusing solely on punishment, the school uses restorative practices to address behavioural issues. This involves helping pupils understand the impact of their actions and encouraging them to make amends.

We believe that teachers and staff serve as role models, demonstrating respectful and disciplined behaviour. By observing adults, pupils learn how to conduct themselves appropriately. The school sets clear behavioural expectations and communicates them to pupils regularly. This helps pupils understand what is expected of them and the importance of adhering to these standards. We also consider that establishing consistent routines helps pupils feel secure and understand the structure of their day. This predictability supports positive behaviour and self-discipline.

Nevertheless, we also encourage parental involvement in promoting positive behaviour. Regular communication with parents ensures that they are aware of the school's expectations and can reinforce them at home.

Some key guidelines:

- No Collective Punishment: Collective punishment for behavioral issues is prohibited.
- Break Time or Lunch: Pupils' break time cannot be taken away as a form of punishment.
- Classroom Expulsion: Pupils should not be expelled from the classroom. If necessary, they may be asked to leave temporarily for a conversation and directed to the HoS.

Primary/Secondary office or the Living Lead if the situation cannot be resolved immediately.

- Reporting Inappropriate Behavior: Any inappropriate behavior must be reported to the SSD, and/or the Living Lead of each section.
- Supervision: No student should be delegated by the teacher to supervise discipline.
- Accompaniment Teachers or teacher assistants must accompany pupils to lectures, workshops, games, or activities outside the classroom to help maintain discipline.
- Classroom Management: Teachers should prevent indiscipline and encourage orderly participation.
- Punctuality: Teachers should ensure pupils arrive on time for the first hour, after breaks, and lunch. A delay of more than three minutes without justification will be considered as skipping class. Teachers must notify the Living Lead through MsTeams or emergency chats if a student is absent.
- Break and Lunch Duties: Teachers and teacher assistants supervising pupils during break or lunch times must ensure that the spaces are left without pupils once the period ends.
- Walking Inside: Pupils must always walk inside the school or classrooms.
- Respect for Instructions: Pupils are expected to respect and follow the instructions of all teachers and adults who should behave professionally.
- No Candy or Junk Food: Pupils should not bring candy or junk food to school.
- Money: Pupils should not bring money to school. If necessary, it must be given to the classroom teacher or a member of the administrative team for safekeeping.
- Jewelry: Jewelry should not be worn as it can be hazardous. Pierced ears should have small earrings, and all jewelry must be removed during physical education lessons.
- Nail Length: Nails should be kept short to avoid injury.
- Watches: Watches are worn at the owner's risk.
- Personal Belongings: Pupils should take care of their belongings, keep their classroom and locker areas tidy, and behave responsibly in restrooms.
- Leaving the Classroom: Teachers must be the last to leave the classroom during the school day, especially before moving to an activity, starting break or lunch time, and at dismissal time.
- Communication: Any email sent to parents regarding behavior or academic issues must be copied to the Living Lead, Curriculum Lead, HoS Primary or Secondary, or School Principal and registered in Isams for Secondary.
- Staff Responsibility: All school staff are responsible for the safety, discipline, behavior, and care of pupils.

Rewards and recognitions

The British School Quito proudly upholds the tradition of the House System, a hallmark of many British schools. This system is designed to foster a sense of identity, team spirit, and community among pupils. Through participation in various activities, pupils earn House Points, contributing to their House's overall success.

Structure of the house system

The House System at BSQ comprises two main components:

- Earning House Points: Pupils can earn points by demonstrating behaviors and attitudes that align with BSQ values. These include:

- Good work
- Determination
- Improvement
- Acts of kindness
- Acts of honesty
- Good organization
- Caring for the environment
- Community service
- Internal Competitions: Pupils participate in events such as Sports Day and other House Competitions, where they can earn additional points for their House.

Allocation of houses

Upon entry to BSQ, each child is allocated to one of the three Houses:

- Illiniza (Blue)
- Cayambe (Yellow)
- Antisana (Red)

Members of the same family are placed in the same House to maintain family unity. We strive for a balanced distribution of male and female pupils in each House. Once assigned, a student remains in their House for the duration of their time at BSQ.

Recording house points

- Secondary School: House Points are recorded on the iSAMS system, ensuring accurate tracking and transparency.
- Primary School: Points are awarded through the “Star of the Week” and Dojo Points systems, recognizing and celebrating pupils’ achievements and positive behaviors.

Positive recognition and assemblies

Throughout the academic year, pupils’ positive behaviors and achievements are highlighted in school assemblies. This public recognition showcases their improvement and hard work, reinforcing the values of determination and excellence.

Nevertheless, at BSQ, we believe in recognizing and rewarding pupils in various ways to encourage positive behavior, academic excellence, and personal growth. Here are some additional methods we use to reward pupils:

Certificates and awards

- Certificates of Achievement: Awarded for outstanding performance in academics, sports, arts, and other areas.
- End-of-Term Awards: Given to pupils who have shown exceptional dedication and improvement throughout the term.

A. OTHERS

Special Privileges

- Leadership Roles: Pupils who consistently demonstrate leadership qualities may be given roles such as House Captains, Class Monitors, or Student Council Members.
- Special Responsibilities: Opportunities to take on additional responsibilities, such as helping organize school events or assisting teachers.

Public Recognition

- School Newsletters: Highlighting pupils' accomplishments in the school newsletter, or social media which is shared with the entire school community.

In-Class Rewards

- Positive Notes Home: Teachers send positive notes or emails to parents to inform them of their child's good behavior or achievements.

Extracurricular Opportunities

- Field Trips: Rewarding pupils with educational field trips for their hard work and good behavior.
- Special Events: Invitations to participate in special events, such as talent shows, exhibitions, or school fairs.

Merit Systems

- Merit Badges: Awarded for achieving milestones or demonstrating skills.

Positive Reinforcement

- Verbal Praise: Teachers and staff regularly use verbal praise to acknowledge pupils' efforts and achievements.
- Classroom Incentives: Small rewards like stickers, extra recess time, or a homework pass for consistent positive behavior.

Community Service Recognition

- Service Awards: Recognizing pupils who actively participate in community service projects and contribute to the school and local community.

School conflict management and disciplinary procedures

Introduction

School conflict management is essential to maintaining a safe and conducive educational environment for learning. The school must manage conflicts with a restorative approach, promoting dialogue and assertive communication. In case of school conflicts that do not constitute offenses provided for in the Organic Law of Intercultural Education – LOEI, they must be resolved through alternative conflict resolution mechanisms within the school through the corresponding instance.

For example:

Wearing the uniform differently than established by the school.

- Affectionate expressions between peers with consent.
- Unjustified absence from classes.
- Noise pollution through shouting, music, games, or any other activity that generates noise in any learning space.
- Engaging in activities not related to the planned class development.
- Using electronic devices such as cell phones, tablets, computers, among others, without permission from teachers or authorities and for activities that do not involve acts of violence.

- School accidents.
- Throwing trash in undesignated areas. [Acuerdo Ministerial Nro. MINEDUC-MINEDUC-2023-00055-A](#),

Important: Conflict resolution cannot be applied in cases of violence, bullying, offenses established by law. Therefore, those will be addressed through Routes and Protocols established by the National Educational Authority for this purpose.

How should these conflicts be addressed?

- By promoting a culture of peace and non-violence, encouraging dialogue, reflection, participation, and democratic coexistence.
- By preventing again situations of violence.
- Avoiding revictimization.
- Avoiding stigmatization of pupils.
- Repairing the social tissue of the school, defined as the reconstruction or strengthening of the social and school al bonds among members of the community, allowing for harmonious coexistence and the normal development of the educational teaching-learning process, fostering dialogue within the community.

Types of conflict resolution mechanisms

The types of alternative conflict resolution mechanisms that could be progressively applied to resolve school conflicts presented in the school s of the National Education System are as follows:

- Peer agreement;
- Agreement between pupils and teachers, class teacher or tutor.
- Peer mediation;
- Mediation directed by the tutor or living lead of the section.
- Mediation directed by the instance for alternative conflict resolution.

Nevertheless, all of them are based on voluntariness, neutrality and confidentiality of all parties.

In the case that pupils with specific educational needs associated with a disability, accessibility, communication are involved, all guidance and help must be always guaranteed.

It is important to note that because of the application of an alternative conflict resolution mechanism, the parties reach agreements and commitments, the delegate of the conflict resolution instance will prepare a minute of agreements and commitments that will contain:

- General information (names, date, place, brief description of the context, statement of the alternative conflict resolution mechanism applied).
- Agreements reached.
- Details of the actions that the parties commit to perform or cease to perform.
- Deadlines and place of fulfillment of agreements and commitments.
- Persons responsible for monitoring the fulfillment of agreements and commitments.
- Signatures of all adult parties and names and signatures of all minor parties involved and participating in the application of the alternative conflict resolution mechanism. Legal representatives will also sign as a commitment to fulfil their agreements.

The minutes of agreements and commitments are confidential and will be filed. The corresponding follow-up will be provided by the living lead of each section. Failure to comply with the agreements and commitments will result in the offense related to: “Disturbing peace, harmonious coexistence, and disrespecting the Codes of Conduct of Educational Centers,” in accordance with Article 134, subsection b of the Organic Law of Intercultural Education - LOEI and could lead to a disciplinary measure.

How are committees for alternative conflict resolution formed?

In cases where the parties have exhausted other alternative conflict resolution mechanisms and voluntarily require the intervention of the instance, the School Government will form a committee for alternative conflict resolution, the committee will be composed of three members:

- One (1) representative of the teachers,
- One (1) representative of parents and legal guardians, and
- One (1) representative of the student population.

They will organize a conciliation meeting, where the parties involved come together to discuss their issues and work towards a mutually acceptable solution. The committee helps guide the conversation but does not impose a solution and when the parties reach a consensus, they formalize their agreement, in a minute.

The role of the living lead

The Living Lead, also known as the Tutor-Inspector, plays a critical role in managing and monitoring student behavior and attendance. Their responsibilities include mediation, attendance control, academic and behavioral monitoring, and coordination with parents and educational staff. The specific functions of the Living Lead are detailed below:

Intervention and mediation

According to Article 338 of the LOEI, the Living Lead will act as a mediator in case of conflicts between pupils that do not involve crimes, school violence, bullying or offenses established by law. The specific functions are:

- Conflict Mediation: Summoning the parties involved to a dialogue table to seek an agreement.
- Commitment Act: In case of reaching an agreement, lead the signing of a commitment act together with the parties involved.
- Follow-up: To follow up on the agreements reached. In case of non-compliance, refer the case to the highest authority of the school for the application of disciplinary actions in accordance with current regulations.

Daily attendance matrix and tutor-inspector presentation

- Attendance Record: Keep the daily attendance record
- Notification of Faults and Delays
- Daily Tours: Take daily tours of assigned rooms
- Behavior Rating: Verify the evaluation of student behavior in a formative and motivational way before the end of each midterm.

Student counseling

- Follow-up Interviews with Parents
- Tutoring Planning: Prepare and execute the tutoring planning based on the established lines of action.
- Attendance at Educational Meetings: Mandatory attendance at meetings organized by the SSD.
- Participation in training spaces
- Classroom Assemblies: Hold planned classroom assemblies with parents and pupils of the corresponding level.
- Co-responsibility Evaluation: Evaluate the co-responsibility of the parents and/or legal parent/legal guardians of the pupils.

Academic and behavioral monitoring

- Daily Logbook of News: Keep a daily log of academic, behavioral and physical space news, reviewed every Friday at the end of the school day.

Regulatory procedures and disciplinary sanctions

The faults and serious breaches of school expectations for pupils are established in Article 330 of the Regulations to the Organic Law of Intercultural Education. These can be classified as mild, severe, or very severe. Regulatory processes will be based on the application of the law.

Classification of faults or behaviour breaches:

Low-level misdemeanors – level 1: Minor offenses

- First offense against school values.
- Actions contrary to the principles and attributes of the IB, and to the integrity expected in the code of conduct, for the first time.
- Shouting out,
- Chewing gum,
- Poor or incorrect language,
- Poor entry to lessons,
- Not listening to instructions when required,
- Mobile phone heard.
- Using objects unrelated to the educational activity that distract attention during class hours or educational activities.
- Ingesting food or beverages during class hours or school activities, unless this is part of the teaching-learning activities.
- Uniform infringement or not wearing the school uniform properly.
- Neglect, carelessness, or delay in fulfilling homework or classwork. Not handed in on time. Poor standard and/or lack of required effort.
- Abandoning any school activity without authorization for the first time.
- Lateness to class for the first time.
- Making sales or soliciting financial contributions, except for charitable purposes expressly permitted by the school authorities.
- Misusing the school facilities, equipment, materials, goods, or services of school for the first time.
- Incorrect use of bins, lockers and canteen for the first time.
- Any breach that, in the opinion of the school, may be considered a minor offense.

Actions or consequences

The cause and age of the student will be considered for the application of the following measures:

- A verbal warning from the teacher to the student, logged on iSAMS.
- A reflection process facilitated by the class, subject teacher or tutor to help the student understand what happened and prevent recurrence.
- Training activities for the student to reflect on their actions, such as research tasks, additional homework, social work, library work, among others.
- The section's Living Lead will inform the student's parents or legal guardians of the student's absence.
- A report card or letter of commitment in which the student agrees to understand and adhere to the rules, with a report sent to the parent or legal guardian by email.

Serious breaches of school expectations – level 2: Serious offenses

- Repetition of previous Level 1 offenses.
- Any action that, due to its impact, is contrary to school values and entails harm to another member of the community.
- Any action that, by its impact, is contrary to the principles and attributes of the IB and entails harm to another member of the community.
- Participating actively or passively in acts of discrimination against members of the school community.
- Participating actively or passively in actions that violate the right to personal privacy of any member of the school community.
- Recurring unpunctuality.
- Leaving the school campus without proper authorization.
- Using cellphones and electronic devices against school policies.
- Generating situations of risk inside and outside the school campus.
- Carrying out proselytizing or religious actions related to political movements or parties within the school campus.
- Participating actively or passively in actions that violate the dignity of members of the school community.
- Participating actively or passively in actions that threaten the physical or psychological integrity of school community members.
- Participating actively or passively in bullying actions, i.e., any psychological, verbal, or physical abuse against classmates repeatedly.
- Rudeness to classmates, class teacher, subject teacher, teacher assistant, tutor, bus monitor, bus driver, school maintenance team members, cleaning team members, administrative staff, guards or school authorities.
- Persistent use of poor language.
- Inappropriate amorous behavior.
- Behavior intended to cause upset or discomfort to others.
- Play fighting, water or food fights, taunting others.
- Any breach that, in the school's opinion, may be considered serious misconduct.

Actions or consequences

The cause and age of the student will be considered for the application of the following measures:

- A written warning from the teacher to the student, sent home by email and logged into iSAMS.
- A reflection process carried out by the Living Leads of each section to help the student understand what happened and prevent recurrence.
- Confiscation of the mobile phone or device by the Living lead of each section and report to parents.
- Immediate notification of the student's absences to their parents or guardians.
- Application of verification process or Routes and Protocols.

The verification process

The verification process in cases of misbehavior involves several key steps to ensure a fair and thorough investigation to determine the responsibility of the student or pupils involved in the specific fault. The process begins with a report of misbehavior, which can come from various sources such as teachers, pupils, or staff statements. An initial assessment is conducted to determine the validity of the report and whether it warrants a formal investigation. A detailed verification process is carried out, which includes gathering evidence, interviewing witnesses, and reviewing relevant documents or footage. All findings are documented meticulously to ensure there is a clear record and evidence collected.

Based on the evaluation, a decision is made regarding the appropriate action. This decision should align with established guidelines and policies. The decision and its rationale are communicated to the involved parties. Follow-up actions are taken to ensure compliance and to provide support to any affected individuals. The verification process is led by the Section's living lead with the support of HoS of Primary and Secondary and Safeguarding Lead.

Serious incidents which contravene school expectations – level 3 very serious offenses

- Repetition of previous Level 2 offenses
- Any recurrent action contrary to school values.
- Any recurring action contrary to the principles and attributes of the IB and integrity.
- Missing classes for two (2) or more consecutive days without justification.
- Failure to report to school authorities any act of violation of the rights of classmates or other members of the community.
- Failure to report to school authorities any act of corruption known to them.
- Marketing or promoting alcohol, tobacco, or illegal narcotic or psychotropic substances within the educational school.
- Carrying weapons, knives, and vapes.
- Committing acts of violence in fact or word against any member of the school community, authorities, citizens, and social groups.
- Slandering any member of the community.
- Undermining the dignity of a school community member through defamatory publications.
- Participating actively or passively in actions that threaten the sexual integrity of members of the school community or covering up those responsible.

- Consuming alcohol, tobacco, or illegal narcotic or psychotropic substances within the school campus.
- Voluntarily deteriorating or destroying school facilities and public and private property.
- Causing damage to the physical infrastructure and equipment of the school campus.
- Causing damage to public or private property.
- Obstructing or interfering with the normal development of academic and cultural activities of the school.
- Carrying out acts aimed at sabotaging the electoral processes of the school government, the Student Council, and other participatory bodies of the school community.
- Filming a teacher without their permission.
- Possession of sexually explicit material in any electronic device, or memory or storage room and sharing its content with others.
- Swearing at classmates, class teacher, subject teacher, teacher assistant, tutor, bus monitor, bus driver, school maintenance team members, cleaning team members, administrative staff, guards or school authorities.
- Theft of school or other pupils' property.
- Aggressive, racist behavior.
- Fighting with other pupils resulting in injury.
- Intervening in activities aimed at promoting the paralysis of the school service.
- Any breach that, in the school's opinion, may be considered serious misconduct.

Actions or consequences

The cause and age of the student will be considered.

- **Creation of a Violence Incident Report Form by the SSD.** Immediate application of Routes and Protocols.
- Application of the provisions of the Organic Law on Intercultural Education by the School Principal.
- Follow up of Disciplinary Process.

Routes and protocols

The routes and protocols of action created by the Ministry of Education are tools designed to guide members of the school community in managing situations of violence. These guidelines provide specific strategies to address violence from different scenarios. The main objective is to clearly define the roles and responsibilities of each member of the school community when cases of violence are detected or occur within school. This helps to avoid the revictimization of victims and ensures that the actions of the school community focus on the protection and restoration of the rights of victims of any type of violence.

These routes and protocols aim to create a safe and supportive environment where all members of the school community know how to act effectively and respectfully in the face of situations of violence.

The school community must comply with the due process.

Due process

The due process refers to the fair and consistent procedures that must be followed when addressing situations of violence within a school community. This ensures that all actions taken are just and equitable, protecting the rights of all individuals involved.

Specifically, due process in this context includes:

- **Notification: Informing all relevant parties about the situation and the steps that will be taken.**
- **Opportunity to be Heard: Allowing all parties involved to present their side of the story.**
- **Review of Evidence: Ensuring that decisions are based on a thorough review of all available evidence.**
- **Fair Decision-Making: Making decisions based solely on the evidence presented, without bias or favoritism.**

These steps help to prevent arbitrary or unjust actions and ensure that the rights of pupils, especially those who are vulnerable, are protected throughout the process.

Another important fact to mention is that in case of a disciplinary process, it will be applied respecting the constitutional guarantees in accordance with the guidelines established in current regulations, ensuring the comprehensive protection and right to education of the pupils involved. It is important to note that the disciplinary measures apply to a child or adolescent, are not designated by the school authorities, HoS from Primary or Secondary or Living leads, the disciplinary measure are imposed by the District Conflict Resolution Board.

- The District Conflict Resolution Board (JDRC), within its competencies, must comply with the obligations to implement protective measures for the victim, as established by law, and if necessary, depending on the severity of the incident.
- It is important to remember that in any disciplinary process related to peer violence, confrontations, mediations, and/or alternative conflict resolution between the involved parties (victim-aggressor) should not be conducted, as this would result in re-victimization processes.
- Only the school principal, HoS of Primary or Secondary, Living Lead and Safeguarding Lead must inform the legal representatives of both the victim and the aggressor about what happened. In this meeting, they must inform about the events, existing accusations, available evidence, and, in relation to them, the legal actions that pertain to the school, the steps to follow in managing the conflict, and the measures to be taken by the educational institution. Collaboration and participation in actions aimed at solving the problem must be requested. Interviews with families should be conducted separately to obtain information and analyze what happened. If there are people who directly witnessed the case, it is also necessary to generate an approach process with their legal representatives.
- Simultaneously, DECE staff must apply alternative conflict resolution measures. These can be restorative circles, restorative meetings, or family group meetings. Note that the use and implementation of restorative practices require specific training on the subject before their application. These tools should only be used with the group of pupils directly or indirectly involved in a specific conflict or violent incident, not with the aggressor and the victim, nor in any other route of this protocol.

- Restorative practices will never be implemented in cases of sexual violence. Additionally, group work strategies and methodologies (teachers/representatives/pupils) must be executed, which, without directly and specifically addressing the case of violence, allow each member of the educational community to reflect on the detected problems without exposing those involved.
- The school principal must ensure compliance with the protective measures and restitution of the victim's rights, and it is the responsibility of the entire school community to provide the required understanding and cooperation in each of the actions undertaken. They must also make the necessary curricular adaptations and pedagogical actions, if applicable.

Academic integrity

Academic dishonesty is considered a serious or very serious offense, with consequences that include grades of zero and possible additional training actions.

Committing fraud or academic dishonesty, low level misdemeanours – level 1:

- Using exact phrases created by someone else in an academic paper, without explicitly acknowledging the source.
- Including ideas, opinions, theories, data, statistics, graphs, drawings, or other information in an academic paper without explicitly acknowledging the source, even if they have been paraphrased or modified.
- Presenting the same academic work, even with modifications, on two or more different occasions, without having obtained authorization to do so

Actions or consequences

Any type of academic dishonesty will be sanctioned with a grade of zero in the activity. The teacher in charge of the subject will work with the student on the explanation of the academic and referencing regulations. Being placed on academic probation. Pupils will have the chance to present a second draft if the teacher considers after meeting with parents/legal guardians. Logged on Isams

Committing serious academic fraud or dishonesty - level 2:

- To present as one's own an academic work done in whole or in part by another person, with or without their consent, or to carry out an academic work or part of it and give it to another person to present it as if it were their own.
- Copying someone's academic work or exam by any means, with or without their consent, or allowing someone to copy from one's own academic work or exam.
- Use notes or other reference materials during an exam, unless expressly permitted by the teacher.
- Include a person's name in a group work, even though this person did not participate in the preparation of the work.
- Interfering in other people's work by subtracting, hoarding, eliminating, sabotaging, stealing or concealing academic work, materials or supplies necessary for the development or presentation of the work.

Actions or consequences

Any type of academic dishonesty will be sanctioned with a grade of zero in the activity. The teacher in charge of the subject will work with the student on the explanation of the academic and referencing regulations. Being placed on academic probation. Incident noted on student's academic transcript. Meeting with parents /legal guardians. Section Living lead and curriculum lead will consider providing a second opportunity to complete the task or sit exams. Incident logged on Isams.

Committing very serious academic fraud or dishonesty – level 3:

- Including in academic works quotations, results or data that are invented, falsified or modified from interviews, surveys, experiments or research.
- Fraudulently obtaining copies of the exams or their answers.
- Modifying one's own or someone else's grades.
- Forging signatures, documents, data or academic records of one's own or another person and impersonating another person or allowing them to be impersonated in the taking of an exam.

Actions or consequences

- Withdrawal from the IGCSE or IB program.
- Receiving a grade of zero for the plagiarized assignment or exam.
- Disciplinary actions
- Incident noted on student's academic transcript.
- Meeting with parents and HoS from Primary or Secondary depending on the case or school principal

Reporting and logging in iSAMS

What is iSAMS?

iSAMS is a comprehensive, cloud-based School Management Information System (MIS) designed to streamline and enhance the management of school operations. It integrates various aspects of school life, including academic, administrative, admissions, finance, and student wellbeing data, into a single, user-friendly platform. This system allows teachers, administrators, pupils, and parents to access and manage information efficiently, ensuring smooth communication and effective school management.

Importance of reporting and logging in isams

Teachers are required to report and log all relevant information into iSAMS for several key reasons:

- **Accuracy and Accountability:** Logging information ensures that all academic and behavioral records are accurate and up to date. This helps maintain accountability and transparency within the school community.
- **Centralized Data Management:** iSAMS provides a centralized platform where all data is stored securely. This makes it easier to track student progress, attendance, and behavior over time.

- **Enhanced Communication:** By logging information into iSAMS, teachers can facilitate better communication between staff, pupils, and parents. This ensures that everyone is informed and can collaborate effectively.
- **Compliance and Reporting:** Accurate logging helps the school comply with educational standards and regulations. It also simplifies the process of generating reports for internal and external audits.
- **Support and Intervention:** Timely reporting allows for early identification of issues, enabling appropriate interventions and support for pupils who may need it.

Reporting to line managers

Teachers should also report significant incidents and updates to their line managers. This ensures that any serious issues are addressed promptly and that there is a clear chain of communication and responsibility within the school.