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# **The British School of Gran Canaria Safeguarding & Child Protection Policy Document**

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This document sets out the procedures which The British School of Gran Canaria has in place for exercising its duties in relation to safeguarding pupils.

This policy applies to all pupils, staff, extracurricular club providers, volunteers, and governors at the British School of Gran Canaria.

This policy is provided to all staff and should be read in conjunction with the following policies:

- Anti-bullying Policy
- Online Safety Policy
- Safe Working Policy
- Learning Support Policy
- Trips and Visits Policy
- Curriculum Policy
- Personal, Social and Health Education Policy (PSHE) and Relationships and Sex Education Policy (RSE)
- Discipline and Exclusions Policy
- Behaviour Policy

**To be reviewed annually.**

**Training events.**

<b>Date</b>	<b>Event</b>	<b>Person in Charge</b>
2023	Level 3 Safeguarding Training (DSL and Deputy DSL)	Safeguarding Alliance
2023	Safeguarding Training for all Staff	DSL
2024	Safeguarding Training for all staff	DSL
2024	Level 2 and 3 Safeguarding Training	DSL and Safeguarding team members
2025	Safeguarding Training for all Staff	Dragonfly Training



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# 1. Definitions

**Abuse** – A form of maltreatment of a child. Somebody may abuse a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the Internet).

**AI-generated content** - images, video, audio, or text created by machine learning models, often based on user inputs (e.g. “make a video of X saying Y”).

**Child-on-Child** - a form of abuse between children.

**BSGC** - British School of Gran Canaria, also referred to as the School.

**Child Protection (CP)** - the measures and structures designed to prevent and respond to abuse and neglect. It is the procedures we use for children at risk of significant harm or who have been harmed.

**DSL** – Designated Safeguarding Lead.

**Designated Safeguarding Staff** – the school’s Designated Safeguarding Leads (Tafira and South) and their deputies.

**Governor** – a member of the school’s Board of Governors. One governor has specific functions related to Safeguarding and Child Protection (Designated Safeguarding Governor).

**Neglect** – the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment to the child’s health or development.

**Pupils** include the term children and students.

**Regulated activity** is unsupervised work which involves instructing, or caring for children and young people.

**Safeguarding** - protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, inside or outside the home, including online; and taking action to enable all children to have the best outcomes<sup>1</sup>.

**School** includes both the Tafira and South School sites. **School community** includes all pupils and employees.

**Senior teacher** – member of the SMT.

**SMT** – Senior Management Team.

**Staff** - includes all employees of the school, i.e. teachers, administrators, canteen workers, extracurricular activity providers, and ancillary personnel.

**Visitors** are outside providers who will have contact with the children but are not in regulated activity, for example, guest speakers and workshop providers. Visitors must always be supervised by school staff.

**Volunteers** are people who offer their time to the school, and will have contact with the children, but are not in regulated activity and must therefore be supervised by school staff.

**CSE and CCE** – Child Sexual Exploitation and Child Criminal Exploitation

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<sup>1</sup> *Keeping children safe in education*. HM Government. September 2024.



## 2. Rationale

Protecting the welfare of children is the role of every professional who comes into contact with children at BSGC. The wellbeing of our students is our paramount guiding principle and no other considerations should get in the way of protecting children from abuse and neglect.

At BSGC we recognize that:

- Children can sometimes suffer abuse from those who should be caring for and protecting them, or from their peers.
- Children have a right to be safe and should be protected from all forms of abuse and neglect.
- Safeguarding children is the responsibility of every member of our staff.
- Abuse can take place within any socio-economic group and can occur at home, in institutions such as schools or in other social settings.
- Abuse can take many forms and occur in many different contexts. Perpetrators of abuse can be of either sex and any age.
- Abuse, neglect and safeguarding issues are rarely standalone events. In most cases, multiple issues will overlap with one another.
- Early intervention is a key element in ensuring that issues do not escalate and become more damaging.
- Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff training will pay due attention to the additional barriers that can exist when recognising abuse and neglect in this group of children.

For further information on understanding and identifying abuse and neglect, refer to Appendix 1.

For further information on other specific safeguarding issues, refer to Appendix 2.

## 3. Policy Statement

BSGC gives the highest importance to the safeguarding and welfare of children. The Governors, Head, Senior Management Team (SMT) and staff will carry out their responsibilities efficiently, effectively and diligently to ensure that the school is a safe learning environment for children.

Parents can obtain a copy of the school Safeguarding and Child Protection policy on request or download it from the school website.

The policy offers clear direction to staff and others about expected procedures when dealing with child protection issues, including allegations against other students and against staff. This will ensure that child protection concerns, referrals and monitoring may be handled sensitively, professionally and in child-centered ways which support the needs of the child. The School recognises it is an agent of referral and not of investigation.



The School commits to following UK guidance but takes into account that the British School of Gran Canaria operates within Spain and is therefore subject to Spanish laws and customs (see Appendix 5).

Our School will therefore:

- Establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to. This includes keeping children safe online by using effective filtering and implementing the school's online safety policy and procedures.
- Ensure that children know that there are adults in the School who they can approach if they are worried or in any difficulty.
- Ensure that support is offered to any pupil who has been abused or harmed, or to children who we suspect are in immediate danger or at risk of harm.
- Ensure that there is a robust Safeguarding and Child Protection system in school led by a team of trained members of staff, with clear roles and responsibilities (Appendix 6 and 7) and well-established procedures (Appendix 8 and 9).
- Ensure that CP records are updated and well kept. (Appendix 10)
- Ensure that only suitable people will work with children through robust vetting, recruitment, monitoring and supervision processes. (Appendix 11 and School Guidelines on Visitors)
- Ensure that all staff and governors receive regular, appropriate training to allow them to understand their role and responsibilities in the area of Safeguarding and Online Safety
- Ensure that staff are aware of safe working practice and know and understand the school's code of conduct (Appendix 12).
- Inform the local authorities of any pupil who fails to attend school regularly. (Children missing from education – Appendix 10)
- Inform the Police if a member of staff discovers (either through disclosure by the victim or visual evidence) that female genital mutilation (FGM) appears to have been carried out on a female student or if one may be at risk of FGM. (Appendix 2)
- Be alert to the risk of pupils being drawn into extremist views and train designated members of staff to provide them with the knowledge and ability to identify pupils who may be vulnerable to radicalisation. (Appendix 4)
- Deal with any allegation of abuse made against a teacher, other member of staff, volunteer or other pupil very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. (Appendix 13).
- Include in both the Primary and Secondary curriculums, activities and opportunities for Personal, Social, Health and Economic Education (including sex, relationships and online safety), which can equip children with skills they may need to recognise different risks in different situations, how to behave in response to them and how to keep themselves safe in the modern world. (See Curriculum and Online Safety policies). Students will be taught specific safeguarding advice and where to seek help through the regular sharing of age-appropriate child-friendly versions of the Safeguarding Policy and in both curriculum sessions and assemblies.
- Include in the Secondary PSHE curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare, parenting skills and an awareness of the impact of their decisions on others.
- As artificial intelligence (AI) continues to evolve, new tools such as video generation



platforms (for example, Sora 2 and comparable systems) are emerging that can combine synthesized audio, visuals, and dialogue. While these tools hold creative potential, they also carry significant safeguarding risks, including misuse to create misleading or harmful content involving children, staff, or the wider community. (See Appendix 14.) The BSGC's safeguarding framework explicitly addresses AI-generated content, supplements existing online safety measures, and protects our students' dignity, privacy, and wellbeing. (Appendix 13)

BSGC commits to the following related to the use of AI;

- Distributing, creating, or enabling harmful AI-generated content that involves students, staff, or community members will be treated with **the same seriousness** as traditional abuses.
- BSGC will update its **Online Safety Policy** to include provisions addressing AI tools and synthetic media.
- Our teaching and digital citizenship programmes will incorporate **education on AI-generated media**, helping students understand how to detect falsified content, appreciate the ethics of consent, and critically evaluate media sources. (See Appendix 14 for Practical Classroom Guidance for Teachers — Safe Use of AI-Generated Tools.)
- A clear **incident response protocol** will be adopted for cases involving AI content, including support to victims, documentation of evidence, and escalation procedures involving law enforcement where necessary.
- The school will establish a designated **AI-Content Safeguarding Lead** who regularly monitors AI developments and ensures the school's policies and practices keep pace with emerging risks.



## Appendix 1 - Understanding and identifying abuse and neglect

### Child abuse

Child abuse is the term used to describe different types of maltreatment inflicted on a child or young person. It includes non-accidental physical injury, neglect, sexual abuse and emotional abuse, including psychological harm of children and young people and requires different and specialised responses. In its most serious forms, abuse can lead to death or long term harm to the physical or emotional wellbeing of a child or young person. Failing to act to prevent harm is also a form of child abuse.

Child abuse may happen in many different contexts. Children may be abused within a family, institutional or social setting, by those known to them or by a stranger, including via mobile phone and the Internet. Children may be abused by adults or other children. Behaviours linked to drug taking, alcohol abuse and sexting (the exchange of self-generated sexually explicit images through electronic devices or over the Internet) put children in danger.

Harm can include children witnessing the ill-treatment of others and this is particularly relevant when children see, hear or experience domestic abuse and its effects.

Children with special educational needs and disabilities (SEND) are especially vulnerable to abuse. Refer to Appendix 2 for further information.

There are four main areas of child abuse, neglect and exploitation: physical abuse, emotional abuse, sexual abuse and exploitation, and neglect. Each has its own specific indicators.





## **Signs which may be indicators of abuse, neglect or exploitation<sup>2</sup>:**

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who have unexplainable and/or persistent absences from education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements.

### **Physical Abuse**

Physical abuse involves any non-accidental injury where adults physically hurt, injure or kill a child, or if there is reasonable suspicion that an injury was knowingly not prevented. Physical abuse can involve hitting, shaking, squeezing, burning and biting. It also includes giving a child poisonous substances, inappropriate drugs, or alcohol. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Female Genital Mutilation (FGM) is a form of physical abuse.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens.

### **Signs which may be indicators of physical abuse:**

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<sup>2</sup> *What to do if you're worried a child is being abused. Information for practitioners.* HM Government. March 2015.



- Frequent injuries;
- Bruising, inconsistent account of how bruising or injuries occurred;
- Unexplained or unusual fractures or broken bones;
- Lacerations to the skin;
- Bald patches and bite marks;
- Burns or scalds;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Inexplicable fear of adults or over-compliance; and
- Violence or aggression towards others, including bullying.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment or rejection of a child. It is also sometimes called psychological abuse. This occurs where constant lack of love and affection, threats, verbal attacks, taunting, shouting, can cause severe and adverse effects on the child's emotional development. It can also include harassment or indifference on the basis of race, culture, gender or disability. Emotional abuse may involve serious bullying (including online bullying) by a child's peers.

Aspects of emotional abuse include:

- hostile rejecting/degrading (e.g. taunts)
- terrorising (e.g. threats or acts that induce fear)
- actively isolating (e.g. locking a child in a room for extended periods of time)
- exploiting/corrupting (e.g. teaching a child to steal)
- denying emotional responsiveness (e.g. denying affection and shows of love)
- having age or developmentally inappropriate expectations imposed on children.
- having interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
- bullying, including cyberbullying.

**Signs which may be indicators of emotional abuse:**



- Rocking, banging head, regression;
- Self-mutilation, drug or solvent abuse;
- Fear of parents being contacted;
- Running away, compulsive stealing;
- Frequent or open masturbation;
- Touching others inappropriately;
- Eating disorders;
- Soiling, smearing faeces, enuresis;
- Sudden speech disorders, selective mutism, stuttering and stammering;
- Over-reaction to mistakes, continual self-deprecation;
- Delayed physical/mental/emotional development;
- Being excessively withdrawn, fearful or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child;
- Parents or carers blaming their problems on their child; and
- Parents or carers who humiliate their child (name-calling, making negative comparisons, etc).

### **Sexual Abuse and Child sexual exploitation**

Sexual abuse is any sexual activity with a child. It may involve physical contact (rape, masturbation, kissing, rubbing) and also non-contact activities (involving a child in the production of sexual images, exposure to pornographic material or the witnessing of sexual acts). Sexual abuse is not solely perpetrated by adult males. Women can commit acts of sexual abuse, as can other children. Many children and young people who are victims of sexual abuse may not understand what is happening and may not even understand that it is wrong.

Sexual abuse may involve:

- Sexual grooming.
- Inappropriate exposure to sexual acts or materials.
- Passive use of children and young persons as sexual stimuli for adults.
- Exhibitionist activities, voyeurism or being coerced into posing for pornographic materials, as in *sexting*.
- Inappropriate/ non-consensual sexual contact, acts or behavior.
- Online sexual harassment, such as image sharing, comments on social media or sexual threats.
- Intercourse as a result of rape, assault and coercion.
- Targeting of children who are, or are perceived to be, Lesbian, Gay, Bisexual or Transsexual (LGBT).
- Child Sexual Exploitation (CSE): The existence of exploitative situations, contexts and relationships where children receive something as a result of engaging in sexual activities marked by an imbalance of power in the relationship. Consent cannot be given, even where the child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE does not always involve physical contact and can happen online.

### **Signs which might be indicators of sexual exploitation:**



- Sexually explicit or age-inappropriate play, language or behaviour;
- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Anal or vaginal discharge, soreness or scratching;
- Inappropriate sexual behaviour towards adults or peers of the opposite or same sex;
- Sexually transmitted diseases or infections;
- Underage pregnancy.
- Persistent complaints of stomach disorders or pains;
- Eating disorders;
- Attention-seeking behaviour including sexual harassment or molestation;
- Regressive behaviour;
- Enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Reluctance to undress for PE or swimming;
- Bruises, scratches in genital area;
- Lack of trust of a familiar or particular adult or peer.

### **Signs which might be indicators of child sexual exploitation<sup>3</sup>:**

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

### **Neglect**

Neglect is the persistent failure to meet a child's basic needs which is likely to result in the serious impairment of the child's health or development. It can occur where parents/guardians fail to meet the basic and essential needs of their children such as food, clothing and medical care. Leaving small children alone, unsupervised or under inadequate supervision or not protecting a child from physical and emotional harm are other examples of neglect.

Parents refusing or failing to give love and affection to their child/ren is a case of emotional neglect.

### **Signs which might be indicators of neglect:**

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<sup>3</sup> *What to do if you're worried a child is being abused. Information for practitioners.* HM Government. March 2015.



- Hunger;
- Tiredness or listlessness;
- Child dirty or unkempt, without adequate clothing;
- Poor school attendance or often late for school;
- Poor concentration. Affection-demanding or attention-seeking behaviour;
- Stealing or scavenging compulsively;
- Failure to achieve developmental milestones;
- Children who are often angry, aggressive or self-harm;
- Comments from a child that imply no one is at home to provide care;
- Children who fail to receive basic health care or whose parents fail to seek medical treatment when their children are ill or injured.



## Appendix 2 - Specific safeguarding issues

### Specific Safeguarding Issues

The school recognizes the existence of specific safeguarding issues. For guidance and practical support on the issues listed below, staff can refer to the DSLs or access government guidance via the [www.gov.uk](http://www.gov.uk) website or statutory guidance (see Appendix 5).

- bullying including cyberbullying
- Child-on-Child abuse
- cybercrime
- children missing education
- children missing from home or care
- child sexual exploitation (CSE) (see Appendix 1 for further information)
- child criminal exploitation
- contextual abuse (whereby abuse happens in a social setting)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse female genital mutilation (FGM) (Further information at the end of Appendix 2)
- so-called Honour Based Violence (HBV)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- harmful sexual behaviours
- hate
- mental health
- peer-on-peer sexual violence and harassment (further information at the end of Appendix 2)
- private fostering
- preventing radicalisation (see Appendix 4)
- relationship abuse
- sharing nudes
- trafficking
- misinformation, disinformation and conspiracy theories.

### Children with special educational needs and disabilities (SEND).

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All staff must be aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;



- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

At BSGC children with special educational needs and disabilities (SEND) are identified in accordance with the school's Learning Support Policy.

### **Female Genital Mutilation (FGM) mandatory reporting duty**

At BSGC we believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone.

It is illegal in the United Kingdom and Spain to allow girls to undergo female genital mutilation either in these countries or abroad. The pupil may say she is going home to prepare for marriage and may return from a family holiday quite or withdrawn. The student concerned may need to make frequent trips to the toilet due to urinary tract infection or may suffer with consistent urinary tract infections.

All members of staff are legally obliged to inform the school's DSL if they suspect that a girl may be at risk of FGM or if they discover (either through disclosure by the girl, visual evidence or if informed by another member of the school community) that FGM appears to have been carried out on a female student. At BSGC we have a duty to report these concerns to the police.

### **Contextual Safeguarding**

BSGC recognizes that the different relationships that students form outside of school, in their neighbourhoods, social settings, sports/ recreational activities and online are not exempt from including violence and abuse. Therefore, if a member of staff witnesses or is given any information that concerns them or 'doesn't feel right', then the usual safeguarding procedures must be followed. They should not consider themselves to be 'interfering'; our pupils' safety and wellbeing is paramount, both inside and outside of the school building.

### **Harmful Sexual Behaviours**

Harmful sexual behaviours are sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards self or others and/ or be abusive towards another child, young person or adult. At different stages of a child's development, they can show increased awareness and interest in parts of the body and their sexuality. The School will ensure that staff are aware of this and are trained to recognise when these behaviours are typical (but may need monitoring) and when they are or are potentially becoming harmful sexual behaviours.



## **Child-on-Child abuse - including sexual violence and harassment between children**

At BSGC we recognise that abuse by peers should be taken as seriously as abuse perpetrated by an adult and should be recognised as a potential safeguarding issue. These include: teenage relationship abuse, gender-based violence, assault, inappropriate image-sharing, sexting, bullying and cyberbullying. All staff must read and be familiar with the content of the school's Anti-bullying and Behaviour policies.

Sexual harassment, violence or challenging behaviours (such as making lewd jokes, sexual comments about clothing/bodies, grabbing breasts/ genitalia, sharing sexual images) must never be tolerated or passed off as "banter" or "part of growing up". Dismissing or tolerating these behaviours risks normalizing them. The School will ensure that all staff have a good understanding of the signs and indicators of harmful sexual behaviours, both online and offline.

Pupils are taught through a planned preventative PSHE & RSE curriculum which educates pupils to recognise and respond appropriately to peer abuse. Furthermore, if incidents are witnessed or reported, staff are obligated to implement the appropriate policies and procedures in place at school (see Anti-Bullying, Behaviour, Online Safety and Safeguarding policies).

If a child discloses information about a peer or between other pupils then the normal safeguarding procedures should be followed (see Appendix 8). This is also inclusive of perpetrators from a different school or alternative setting. The nature of these cases is often highly complex but the victim's safety is paramount in the decision-making process. We also bear in mind that there may be a risk to pupils other than the current victim. For these reasons it may be deemed appropriate to remove the accused pupil from the school or certain classes for a period of time (see School Discipline and Exclusions Policy). We also recognise that the accused pupil will need to be supported throughout the process. Where a crime may have been committed we have a duty to report it to the police.





## Appendix 3 - Sharing Nudes and Semi-nudes

Sharing nudes or semi nudes is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices.

This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

What to do if an incident involving sending or receiving nudes comes to your attention.

- Report it to the DSL immediately.
- Never view, download or share the imagery yourself, or ask a child to share or download- this is illegal.
- If you have already viewed the imagery by accident (i.e. if a pupil has shown it to you before you could ask them not to), report this to the DSL.
- Do not delete the imagery or ask the pupil to delete it.
- Do not ask the pupils involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- Do not share information about the incident to other members of staff, pupils involved or any parents or carers.
- Do not say or do anything to blame or shame any pupils involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

Further information is available on the [www.gov.uk](http://www.gov.uk) website, in the document Sharing nudes and semi-nudes: advice for education settings working with children and young people.



## Appendix 4 - Prevention of Extremism and Radicalisation

### The Prevent Duty

At BSGC we recognize that children must be protected from being radicalised or exposed to extremist views. All staff are asked to maintain an attitude of “it could happen here” in relation to vulnerability to radicalisation. This is the essence of the Prevent Duty as defined in the Counter-Terrorism and Security Act 2015, and is a legal obligation on schools, colleges and universities in British Education.

The school will ensure that staff have an understanding of what radicalisation and extremism are and why we need to be vigilant in school. This will be a part of any formal training on safeguarding provided to staff. Staff will be briefed and updated (at least annually) on their duty to report those students that may be at risk of being radicalised or exposed to extremism to the DSLs.

The Head and the DSLs will assess the risk of pupils being drawn into extremist views. This risk assessment will consider the school’s curriculum, the use of school premises by external agencies and the systems in place for keeping pupils safe from extremist material when accessing the Internet in our school by using effective filtering and monitoring the correct implementation of the school’s E-Safety Policy.

Visitors to the school will be considered carefully and vetted in order to ensure they do not have any obvious extremist views or affiliations. Visitors will be asked to sign a document to ensure that they understand the School’s stance on radical and extreme views. Please refer to the School’s Guidance on Visitors for further information.

The school will ensure that the DSLs undertake Prevent awareness training and are able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The DSLs must be used as a first point of contact for any safeguarding concerns in our school. This also applies to any concerns about a child that may be at risk of radicalisation. The usual Safeguarding and Child Protection procedures will be followed in these cases by the DSLs.

#### 1. GLOSSARY of terms related to The Prevent Duty<sup>4</sup>:

**Extremism:** Vocal or active opposition to fundamental democratic values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

**Prevention:** Reducing or eliminating the risk of individuals becoming involved in terrorism.

**Radicalisation:** The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Vulnerability:** open to moral or ideological attack or being susceptible to radicalisation.

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<sup>4</sup> Adapted from *Prevent Duty Guidance: England & Wales*, HM Government 2015.



## 2. WARNING SIGNS, FACTORS AND BEHAVIOURS.

Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

**FACTORS** which may make pupils more vulnerable may include: <sup>5</sup>

- **Identity Crisis:** the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.
- **Personal Crisis:** the pupil may be experiencing family tensions; a sense of isolation; low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging.
- **Personal Circumstances:** migration; local community tensions and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- **Unmet Aspirations:** the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- **Experiences of Criminality:** involvement with criminal groups, imprisonment, poor resettlement or reintegration.
- **Special Educational Need:** pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

**BEHAVIOURS** which may indicate a child is at risk of being radicalised or exposed to extremist views could include: <sup>6</sup>

- **Attitudes and opinions**
  - Argumentativeness or aggression, and an unwillingness to listen to/consider points of view which contradict their own.
  - Refusal to engage with, or being abusive to, peers who are different to themselves. This could include race, religion, gender or sexuality.
  - Susceptibility to conspiracy theories and a feeling of persecution.
- **Changes in behaviour and peer group**
  - Distancing themselves from friends and peer groups, both online and offline.
  - Recent conversion to a new religion.
  - A significant change of appearance/clothing and/or behaviour.
  - Rejection of activities they used to enjoy.

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<sup>5</sup> *Policy for the prevention of extremism and radicalisation*. Norfolk County Council. April 2015.

<sup>6</sup> [www.educateagainsthate.com](http://www.educateagainsthate.com). HM Government (DfE and Home Office). 2016



- **Secrecy**

- Excessive time spent online or on mobile phones, and secretiveness or reluctance to discuss what they are doing.
- Changes in online identity, including social media profile image or name. Some will even have two parallel online profiles, one their 'normal' or old self, the other an extremist identity, often in another name.

- **Support for extremist ideologies and groups**

- Expressions of sympathy with the ideology of extremist groups or justification of their action.
- Expressions of sympathy or understanding for other young people who have joined or attempted to join these groups.
- Accessing extremist material online, including violent extremist websites, especially those with a social networking element (e.g. Facebook, Twitter).
- Possessing or accessing other forms of extremist literature.
- Being in contact with extremist recruiters.
- Joining or seeking to join extremist organisations.

**The list of behaviours above is intended as a guide.** Teachers are encouraged to be aware of changes to a pupil's behaviour that seem to be out of character. They should always report any concerns they may have to the school's DSLs.



## Appendix 5 - Statutory Guidance in the UK and Spain

This policy is informed by the legal requirements and guidance in both the United Kingdom and Spain, recognising the school's responsibility to comply with the legal safeguarding duties of both jurisdictions.

As a British international school operating in Spain, our safeguarding procedures are guided by:

### United Kingdom

- **Keeping Children Safe in Education (KCSIE, 2025)** – Statutory guidance from the UK Department for Education outlining the responsibilities of schools and staff in safeguarding and promoting the welfare of children.
- **Working Together to Safeguard Children (2023)** – UK government guidance on inter-agency working to safeguard and promote the welfare of children.

### Spain

- **Ley Orgánica 8/2021, de 4 de junio**, de protección integral a la infancia y la adolescencia frente a la violencia (commonly known as **LOPIVI**) – This law establishes a comprehensive framework for the prevention of violence against children and adolescents and mandates reporting responsibilities for professionals working with children.
- **Código Civil**– especially articles relating to parental responsibility (*patria potestad*), the protection of minors, and legal reporting duties.
- **Código Penal** - concerning parental responsibility and state intervention to protect minors
- **Ley Orgánica 1/1996, de protección jurídica del menor**, safeguarding children's rights and welfare
- **Ley Orgánica 15/1999 (LOPDGDD) & GDPR** - All safeguarding records are handled in accordance with the *Ley Orgánica 3/2018* on Data Protection (LOPDGDD) and the UK GDPR, ensuring secure storage and appropriate sharing of information.

Staff are expected to comply with the requirements of both legal systems. Where there is any uncertainty or potential conflict, the school's **Designated Safeguarding Lead (DSL)** will consult legal or professional advice and liaise with the appropriate Spanish authorities, ensuring that **the best interests of the child are always the primary consideration**.

Under LOPIVI, all staff are legally required to report any suspicion, disclosure, or evidence of abuse, neglect, or violence against children to the appropriate Spanish authorities. This includes cases of physical abuse, emotional abuse, sexual abuse, online abuse, and exposure to domestic violence or drug misuse. This reporting is done, in the first instance, via the DSL.

Failure to report such concerns may constitute a legal offence. The school's DSL is responsible for ensuring that all reports are made promptly and in accordance with LOPIVI procedures.

All safeguarding concerns are treated with the utmost seriousness, and the child's best interests are our primary concern. We actively promote the rights of children as rights-holders and work in close collaboration with Spanish child protection services.



## Appendix 6 - Designated Staff with Safeguarding Responsibilities and Advanced Training

### Tafira School

<b>Role</b>	<b>Named Person</b>	<b>Where</b>	<b>Contact Information</b>
<b>DSL</b> <i>Designated Safeguarding Lead</i> <i>Coordinadora de Bienestar y Protección</i>	<b>Rachael Harrison</b> <i>Year 5 Teacher</i>	<i>Tafira Primary</i>	<i>Wk. Tel: 928 35 11 67</i> <i>rachaelm.harrison@bs-gc.net</i>
<b>Deputy DSL</b>	<b>Cristina García</b> <i>KS3 Coordinator</i> <i>Spanish Teacher</i>	<i>Secondary Tafira</i>	<i>Wk. Tel: 928 35 11 67</i> <i>cristina.garcia@bs-gc.net</i>
<b>Advanced CP Staff</b> <i>Advanced CP Staff will offer support, advice and refer information to DSL or Deputy on your behalf.</i>	<b>Luke Reynolds</b> <i>Head of Primary</i>	<i>Tafira Primary</i>	<i>Wk. Tel: 928 35 11 67</i> <i>luke.reynolds@bs-gc.net</i>
	<b>Julian Clark</b> <i>Head</i>	<i>Head's Office</i>	<i>Wk. Tel: 928 35 11 67</i> <i>julian.clark@bs-gc.net</i>
	<b>Miriam Calero</b>	<i>Secondary Tafira</i>	<i>Wk. Tel: 928 35 11 67</i> <i>miriam.calero@bs-gc.net</i>
	<b>Tony Boyle</b>	<i>Secondary Tafira</i>	<i>Wk. Tel: 928 35 11 67</i> <i>anthony.boyle@bs-gc.net</i>
	<b>Tara Simmonds</b> <i>Saturday School Coord.</i>	<i>Saturday School Office</i>	<i>Wk. Tel: 928 35 11 67</i> <i>tara.simmonds@bs-gc.net</i>
<b>CP Trained</b>	<b>All Tafira Staff</b>		

### South School

<b>Role</b>	<b>Named Person</b>	<b>Where</b>	<b>Contact Information</b>
<b>Deputy DSL</b>	<b>Carol Eccleston</b> <i>EFYS Coordinator</i>	<i>Infants South</i>	<i>Wk. Tel: 928 14 24 94</i> <i>carol.eccleston@bs-gc.net</i>
<b>Advanced CP Staff</b>	<b>Mónica Sosa</b> <i>Spanish Teacher</i>	<i>South School</i>	<i>Wk. Tel: 928 14 24 94</i> <i>monica.sosa@bs-gc.net</i>
	<b>Lucy Morgan</b> <i>Spanish Teacher</i>	<i>South School</i>	<i>Wk. Tel: 928 14 24 94</i> <i>lucy.morgan@bs-gc.net</i>
<b>CP Trained</b>	<b>All South Staff</b>		



## Board of Governors

<b>Role</b>	<b>Named Person</b>	<b>Where</b>	<b>Contact Information</b>
<b>Safeguarding Governor</b> Advanced CP trained	Susan Cranfield Board member	BSGC	School Office (message will be relayed) 928351167
Chair of Governors Advanced CP trained	Susan Cranfield	BSGC	chairofgovernors@bs- gc.net



## Appendix 7 - Roles and Responsibilities

All adults working with or on behalf of children have a responsibility to protect them. It is the responsibility of all members of staff to read and understand this policy. There are, however, key people within school and the community who have specific responsibilities under our school's child protection procedures. These are:

- The Designated Safeguarding Staff: Designated Safeguarding Leads (DSL) and their deputies.
- The Head
- The Designated Safeguarding Governor

### A. Designated Safeguarding Staff

BSGC has designated staff at both its Tafira and Maspalomas sites that are responsible for coordinating Safeguarding and Child Protection issues within the school. These members of staff are the Designated Safeguarding Leads and their deputies. The Headteacher must always be a member of the safeguarding team.

In the unlikely event of these named people not being available, a number of other staff have received Advanced Child Protection (CP) training and can therefore be approached. However, the ultimate lead responsibility for Safeguarding and Child Protection remains with the DSL and must not be delegated. The DSL should be a member of the Senior Leadership Team and the role should be explicit within their job description. The DSL must be able to be available immediately and step away from other duties, should a safeguarding issue arise.

It is the responsibility of the DSL to ensure that the school is represented or a report is submitted to any CP hearing or conference called for children on the school roll or previously known to them. Whoever attends should be fully briefed on any issues or concerns the school has and should be able to communicate effectively in Spanish.

The Designated Safeguarding Staff are responsible for:

#### **1. Sharing information, providing training for staff and receiving training** by ensuring that:

- The names and contact details of the DSLs/Deputies/Headteacher are on display for all staff, parents, pupils and visitors to the school.
- The school's Safeguarding is easily accessible to all members of the school community, be they staff (copy of the policy to be displayed in the staff room) or other members of the community (policy to be published on the school's website).
- Copies of statutory guidance (or parts thereof) are made available to all staff.
- All newly-appointed staff, volunteers, work experience placements and governors are given necessary information about the school's Safeguarding and Child Protection Policy.





- All the school's Governors receive Safeguarding training.
- All people working with children sign a form declaring that they have read the school's Safeguarding and Child Protection policy and Part 1 and Annex A of Keeping Children Safe in Education at the beginning of every school year (see Appendix 16). This register of signatures will be filed by the DSL in Tafira and South.
- Visitors (speakers, workshops, charities) to the school required to read and sign a form declaring that they understand the values of the school, and how to report any safeguarding concerns that they may have (School Guidance on Visitors).
- All staff (including Designated Persons and Head) receive basic CP training at least every three years. This training should cover, as a minimum, the content of legislation in place in the UK and Spain.
- Designated Persons and selected members of staff receive Advanced CP Training every two years which should include specific information about legislation and practice in place in Spain as well as the UK. DSL deputies must be trained to the same standard as the DSLs.
- All staff are briefed (via email, bulletins or staff meetings) at least annually to update them on the importance of child protection and any new issues, and to remind them of the school's procedures.
- Designated Safeguarding Staff keep up to date with new legislation and guidance, both from the UK and Spain.
- Assemblies held in all school sectors regarding Safeguarding and Child Protection. The names of Designated Staff must be communicated to the student body.
- Act as a source of support and advice to staff on matters of safety and safeguarding.
- To report back to anyone who has submitted a safeguarding concern with next steps and any actions taken.
- Lead responsibilities for understanding filter and monitoring systems.
- Review monthly report provided by Network Manager, which monitors attempts to access unauthorized materials online (see Online Safety policy). Act upon any attempts that raise a safeguarding concern.

## **2. Responding to concerns and emergency situations by ensuring that:**

- There is an immediate response to an emergency situation; arrange telephone calls, meetings, negotiations, reports and monitoring.
- Links with external agencies are established and maintained.
- Requests for information from local authorities and social services are responded to in a timely manner.
- Concerns are discussed as required with outside agencies and all referrals to external agencies are backed up in writing within 24 hours.
- Local authorities are informed of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more. This also includes those students who have been permanently excluded.
- Every child has two emergency contact details, in addition to parental contact details, so that if both parents cannot be reached there are two alternatives.

## **3. Maintaining an effective reporting and recording system by ensuring that:**

- Concerns from individual staff are recorded using the CPOMS system allocated to members of the Safeguarding and Child Protection team



- Records are chronologically recorded, with significant incidents or events clearly highlighted. Records should include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; a note of any action taken, discussions held, decisions reached including the rationale for those decisions.
- Records are transferred when a child changes school.
- Records are solicited from student's previous school on entering BSGC.
- If a child is being monitored for safeguarding-related reasons over a number of school terms, the DSL will make sure that new tutors or selected members of staff are informed of the need to continue monitoring the child and reporting to the DSL at the beginning of the new academic year.
- DSL and deputies hold meetings (at least every term) to share information and offer mutual support.
- All staff are legally obliged, under LOPIVI, to report any suspected abuse, neglect, or violence against a child to the relevant Spanish authorities. This duty applies regardless of whether the child has made a disclosure. This reporting is done, in the first instance, by following the reporting system established in Appendix 9 of this policy
- The Head of the School is informed about child protections issues as appropriate.

## **B. The Head**

The Head will always be a part of the main safeguarding team and is to be informed by the DSLs of all suspected cases in school. The Head will advise and act as a critical friend offering an outside objective 'ear' and to challenge their thinking before any action is taken. The designated staff can overrule and take a line of action that differs from the Head's if they feel it is in the best interest of the child or children involved.

If any individual feels that the designated staff have not responded appropriately they are entitled to discuss their concerns with the Head of the school.

The Head will be the first point of referral if a member of staff has concerns about another staff member.

The Head will provide an annual report for the governing body detailing any changes to the policy and procedures, training undertaken by all staff and governors and other relevant issues.

The Head will ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a member of staff has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.



### **C. Designated Safeguarding Governor**

There is a designated governor with responsibility for child protection; their role is not to be directly involved with CP cases but to ensure that:

- The school has a Safeguarding and CP policy in place that complies with U.K. and local guidelines. The governor responsible should initiate the annual policy review.
- All staff read the school's Safeguarding and CP policy on an annual basis, and they are aware of changes to this policy.
- The induction process makes new staff and new governors aware of Safeguarding and CP policies and procedures. All new members of staff must sign a centrally-held record of staff signatures (Appendix 16) which is filed by the DSLs in Tafira and South declaring that they have read it. The Governing Body must check the updated list of staff signing off the Policy at least once a year and may do so at any time.
- An item is placed on the agenda for every Governors' meeting to report on safeguarding, which will include: changes to Safeguarding and CP policy and procedures; training that is undertaken by the Advanced CP staff; basic training given to all other staff; the number of incidents/cases (giving due regard to confidentiality); the place of CP issues in the School curriculum; dates for future reviews of the policy and other key documents related to safeguarding and child protection.
- Named governors to attend specific CP training.



## Appendix 8 - Procedures

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years to the teenage years. This may include children who are frequently missing from school and children who have received multiple suspensions and are at risk of being permanently excluded from school.

Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred **must:**

- Listen without asking leading questions
- **Not** promise to keep the matter secret
- **Not** attempt to investigate a situation themselves
- **Report it immediately to a DSL.**

Information on CP cases will only be shared with staff within the school on a 'need to know basis' and always in the best interest of the child/children concerned. Any information shared in this way must be held in the strictest confidence.

If a member of staff is concerned about poor or unsafe practice and potential failures in the school's safeguarding regime, these should be reported to the Head.

### a. What to do if a Child Discloses to you

During the Disclosure:

- Remain calm, do not panic or express shock.
- Listen carefully – do not prompt responses (say as little as possible).
- Reassure the child – tell them they are doing the right thing and that you are pleased they are confiding in an adult. Praise them for having the courage to talk about it with someone.
- Do not project or assume anything, let the child tell their story; leave your own assumptions out and try not to give an alternative explanation.

Possible questions to ask in a non-leading manner include:

- What happened to you?
- What happened next?
- Who did this to you?
- Where did it happen?
- When did this happen?
- Who saw this happen to you?
- Who else have you told?
  - Use age specific language. Ask for clarification for any meaning or words you don't understand e.g. What do you mean by...?
  - Let the child know they are believed.
  - Let the child know that you will do your best to protect and support them.



- Explain to the child that, in order to help them, you will have to tell certain other parties. Assure them however that this will not be general knowledge within the school community.
- Check that you have a full understanding of what the child has told you before the end of the discussion.
- Make the child comfortable. Ensure that the child is not left in a situation where he/she may be pressured to change their story.
- **Under no circumstances should staff make promises of confidentiality.**

#### **b. Reporting to DSL**

The reporting member of staff will be asked to record what the child has said or what you have observed; include dates and times. It is important that this is recorded in as much detail as possible so that the child does not have to repeat the details.

In line with DfE and local guidelines, the school does not take any photographs of a child's injuries but instead records them by use of diagrams (see Appendix 14).

Maintain confidentiality. Do not discuss this with any other members of staff, children or people outside school.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, must make an accurate record via the online CPOMS System (See Appendix 14) as soon as possible, noting what was said or seen, putting the event in context, and giving the date, time and location. Original notes taken during or immediately after the disclosure will be attached to the record written on the school official form. All records will be dated and signed and will include the action taken and passed to the designated child protection staff. In the same way notes must be kept on any pupil who is being monitored for CP reasons.

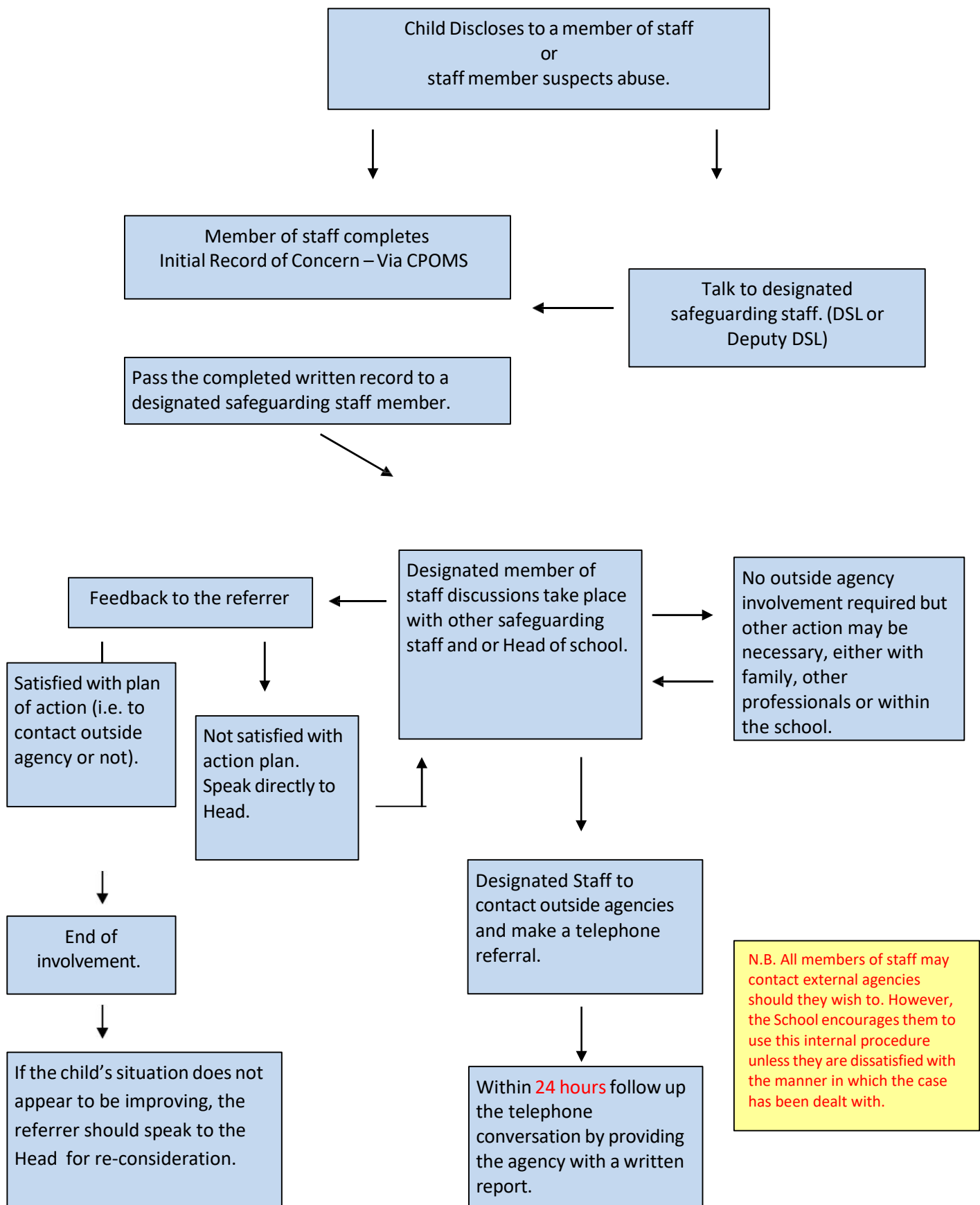
The DSL in Tafira or South will follow school procedures and take appropriate action in line with the School Policy. (See diagram of CP procedures in Appendix 9). When dealing with a disclosure or urgent CP matter, the DSL will be covered immediately and any other tasks dropped, in order to respond to the situation.

If the disclosure is not seen to meet the harm threshold the DSL and team have a responsibility to still record and track all "low level" concerns in order to ensure best practice.

If a referral is made by the DSL to an outside agency, this will be confirmed in writing within 24 hours. Essential information will include the pupil's name, address, date of birth, family composition, position in family, the reason for the referral, whether the child's parents are aware of the referral, the name of the person who initially received the disclosure plus any advice given. If a referral is made to an outside agency including the police an appropriate adult will be assigned in all cases. This written confirmation must be signed and dated by the referrer (see Appendix 14 and 15 for appropriate forms).



## Appendix 9 - Procedures Diagram





## Appendix 10 - Records and Monitoring

All school previous records of CP concerns and referrals are kept in a locked cabinet separately from the main pupil files in the DSL's office. Only the designated staff should have access to the child protection files. As of September 2023, all Safeguarding and Child protection concerns must be logged on CPOMS (Child Protection Online Monitoring Service).

Only **one** child protection file will be kept on a child, and will contain, on the inside front cover, a maintained chronology of events. No other information of a child protection matter will be kept anywhere else in the school.

Well-kept records are essential. All staff must ensure they record information as soon after an event as possible.

### CPOMS

CPOMS (Child Protection Online Monitoring Service) is a software application for monitoring child protection and other pupil welfare issues, which works alongside our school's existing safeguarding procedures. CPOMS aids in the management of child protection, behavioural issues, special educational needs/disability, domestic/home related issues, and other issues pertaining to the welfare of pupils in school. Every member of staff across the school has an obligation to report any concerns that they may have. CPOMS allows us to record information in a central system and have relevant people alerted immediately.

#### The Role of CPOMS in Safeguarding

CPOMS has not completely replaced the 'safeguarding incident' forms as the means of recording safeguarding concerns about a child; nor is it a substitute for immediately passing on a child protection concern to the DSL. If a member of staff identifies an immediate child protection concern, they must act in accordance with the Child Protection Procedures and alert the DSL immediately with regards to the nature of the concern.

Staff may also log significant events on CPOMS if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child, e.g. parent lost job, parents separated, significant bereavement, parent in prison or a significant piece of information regarding significant wider family members. Staff may also log 'parental contact' if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child, e.g. parent displaying violent/aggressive/discriminatory behaviour, parent informing school of changes in behaviour/child worried about school or social relationships. There are occasions whereby staff come to know about incidents outside of school either through direct observation or through a third party. This may be recorded if they feel this information will be useful to pastoral staff/SLT to know and which may have an impact on the welfare of a child, e.g. social media issues.

In the same way notes must be kept on any pupil who is being monitored for CP reasons.

All records will be kept on file after the pupil has left the school.

All digital files related to individual safeguarding issues will be password protected.



### **Transferring Pupils**

If a pupil transfers from the School, these files will be copied for the new establishment and forwarded to the pupil's new school marked confidential and for the attention of the receiving school's designated person for child protection / coordinator and sent by registered post.

The schools of students transferring into the School will be contacted by BSGC for basic school information, including information on CP issues or concerns.

### **Children missing from education**

The school will give an appropriate response to those situations in which children go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future.

The school will confirm that all children leaving BSGC are enrolled in another school. If the school is unable to verify the destination of a child, the school will inform the appropriate Spanish education authorities and local Social Services. If there is a serious concern related to the safeguarding of that child, the school will report the situation to the police. Social Services will also be informed by school if a child has been absent without the school's permission for a continuous period of 10 school days or more.

The DSL will liaise with the school's Director/a Técnico/a to make sure that the school has been informed of the destination of any student leaving BSGC and to make a decision on whether the student's new school needs to be contacted and by when this contact should be made.





## Appendix 33 - Safe Recruitment

The BSGC Safe Recruitment Procedures, as set out in the BSGC Safe Recruitment Policy, are followed for all staff employed by the school. Before confirmation of appointment, all staff (both teaching and non-teaching), including volunteers who apply to work at the BSGC, will be subject to a rigorous recruitment process to ensure, as far as possible, their suitability to work with children and eligibility to work in Spain. Two references will be taken up from two different employers. Applying staff will be required to give evidence of their qualifications and details of previous experience and work history. Curricula Vitae and open references will not be valid forms of vetting employees.

ICPC (or a valid equivalent) will be undertaken for all school staff and governors before they begin work. Spanish members of staff or newly-appointed staff who have already been working in Spain must submit a "*Certificado de antecedentes penales*" as well as a "*Certificado de delitos de naturaleza sexual*".

New members of staff that have previously worked in countries other than the UK or Spain will be requested to submit Police checks from their past countries of employment. These records will be held in the central files for each member of staff and governor.

All volunteers will also be required to submit a "*Certificado de delitos de naturaleza sexual*", regardless of the fact that their work in school must always be supervised by a member of staff.

As part of this recruitment process, all potential staff will be required to declare any criminal record.

All staff, including cover staff will be informed of the School's policy for the protection of children as follows:

- During Induction to the School.
- Through access to this policy (and confirmatory evidence that a copy has been accessed, read and understood by the signature of the person).
- Through the staff handbook.
- Clear identification of Designated CP staff.
- Information on relevant notice boards.
- Whole staff training, briefing or staff meetings
- Reminders at the beginning of each academic year.

Staff responsible for recruitment will inform the DSL of all individuals that become members of the staff, or that will work with children (volunteers, bus monitors, monitors, trainee teachers, individuals in work placement, governors, contractors).



## Appendix 12 - Safe Working Practice

The information below is taken from the school policy entitled 'Safe Working Practice Policy' and should guide all staff in their daily work within the school.

“Staff have a duty to keep pupils safe and protect them from discrimination and avoidable harm. This duty can be exercised through the development of respectful, caring and professional relationships between staff and pupils, and by staff modelling behaviour that demonstrates integrity, maturity and good judgement. An underpinning principle of safe working practice is that adults who work with children are responsible for their own actions and behaviour, and should avoid any conduct that could lead any reasonable person to question their motivation and intentions

- Staff should adopt high standards of personal conduct to maintain the confidence and respect of colleagues, pupils and parents, and to refrain from any behaviour, both in and out of school, which might compromise their position and indicate an unsuitability to work with children, e.g. misuse of drugs, alcohol or acts of violence.
- The school has a staff dress code, identified within the Uniform and Appearance Policy, although in areas where the roles and regulations are less well defined, adults should wear clothing that is appropriate to the work expected and not likely to be viewed as offensive, revealing or provocative.
- Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship. There will be occasions when there are social contacts between pupils and staff, where parent and teacher are part of the same social circle. These contacts, however, will be easily recognized and openly acknowledged.
- The giving of gifts or rewards should be part of the agreed policy for supporting positive behaviour or recognising achievement. The criteria must be clearly established and care taken to ensure fairness in the selection of pupils. The gift or reward should be given in full view of the class or larger gathering. Care should be exercised in the selection of pupils for sports teams, concerts, and theatrical productions.
- It is recognised that occasionally a pupil may develop an infatuation with a member of staff. In such a case, the staff member concerned should deal with the situation sensitively and firmly, and inform the Head, Head of Sector or area coordinator at the earliest opportunity.
- Communication between staff and pupils should take place within clear and explicit professional boundaries. Staff should not share any personal information with a pupil. They should not give their personal contact details, e-mail, home or mobile telephone numbers, social media account unless agreed with senior management and parents/carers. Staff should never list pupils as approved contacts on personal social networking sites, nor



access social networking sites of pupils. The use of text messaging or e-mail should only be made for professional reasons.

- BSGC staff are prohibited from contacting or interacting with current students of the school on personal social networking sites.
- Although BSGC staff are strongly advised against contacting former students on social media, if they choose to do so this should only be when the former students are above the age of 18 and one school year after leaving BSGC.
- In the case that a student has a public account that shares their achievements after leaving school, e.g. sports, music, art, the staff member can view this profile but should not follow the public account until the above criteria has been met.
- Any school related social media account must be created using a school email address and in conjunction with a line manager and the school's ICT Support team.
- If physical contact is made with pupils this must be in response to the circumstances at the time and appropriate to their age, stage of development, gender and background. It is recognised that some pupils may seek inappropriate physical contact, in such cases, the member of staff should sensitively deter contact, and help the pupil understand the importance of personal boundaries. The incident should be reported to a senior manager at the earliest opportunity.
- Reasonable and proportionate force may be applied to restrain a pupil from either self-harm or harming others. The incident should be reported to a senior manager at the earliest opportunity.
- Intimate or sexual activity of any kind between an adult and a pupil is considered a grave breach of trust, will result in disciplinary action and will be reported to the police as a criminal offence
- Staff should not use the students' changing rooms to change clothes, shower or bathe with pupils or assist with any personal care task that the pupil can undertake themselves.
- Staff should make sure that any films, material or websites available to pupils are age appropriate.
- The accessing, making and storing of indecent images of children is illegal and the taking of photographs or videos on private devices can only be done with explicit authorisation of the school and must be deleted from the device before leaving the school site.
- Pupils have the right to be treated with respect and dignity even in those circumstances where they display difficult or challenging behaviour.



- Sanctions should be administered strictly in line with the Discipline and Behaviour Policies and must not be accompanied by any form of degrading treatment. The use of sarcasm, insults or insensitive comments are unacceptable.
- Staff should take precautions to avoid working or being alone with pupils. Where such a situation arises staff should ensure that the door is left open, a colleague is nearby or wherever possible seek an alternative, more public, space. Doors of offices within the school should have a glass panel to support the integrity of staff.
- Staff who give private classes to children should ensure that this is authorised by the parents/carers and that they take place in the presence of parents/carers. Staff should not give private classes where the parents/carers are not present nor use their own accommodation for such purpose.
- Staff should avoid wherever possible using their own car to transport pupils unless they have fully comprehensive insurance and have been authorised by parents/carers.
- If at any time staff have any doubt or concern about safe working practice, they should consult the Head or a senior manager. There may be times when staff must make judgements or take decisions where no guidance exists and in the absence of a senior colleague. Under such circumstances staff should always consider whether their actions are professionally based, warranted, proportionate, safe and applied equitably. Staff should always err on the side of caution, act openly and clearly so that no change of misunderstandings can occur.
- At the start of each new academic year all members of staff will be asked to complete an Annual Safeguarding Self-Declaration form.



## Appendix 13: AI-Generated Video Tools — Summary & Guidance

### 1. Introduction

The rapid development of Artificial Intelligence (AI) tools capable of generating realistic video, audio, and images introduces both educational opportunities and safeguarding challenges. Tools such as Sora 2, Runway Gen-3, Pika Labs, Synthesia, DeepBrain, and HeyGen enable users to create lifelike videos, avatars, and voice reproductions from simple text or image prompts. While these platforms can enhance creativity and learning, they also carry significant risks relating to privacy, manipulation, and child protection.

This appendix provides guidance for the safe and responsible management of such technologies within The British School of Gran Canaria (BSGC).

### 2. Understanding AI-Generated Video Tools

AI-generated video tools use machine-learning algorithms to synthesise human appearance, movement, and speech.

Many platforms now offer “cameo” or “avatar” features, enabling users to insert themselves or others into an AI-generated scene.

This can produce engaging educational materials—but also content that appears authentic yet is entirely fabricated.

### 3. Known Risks and Misuse

Since their release, several AI video platforms have been misused to:

- Create deepfakes of public figures and private individuals
- Produce misleading or harmful content (e.g. fake news, impersonation videos)
- Generate sexualised or indecent synthetic imagery of minors
- Facilitate online harassment or bullying
- Undermine trust in genuine media sources

Such content can spread rapidly across social media and may be impossible to fully remove once shared.

### 4. Safeguards and Limitations

Most recognised AI platforms include:

- Age restrictions and identity verification
- Content moderation systems and watermarking
- Usage or export limitations

However, these safeguards are not infallible. Schools should therefore treat all synthetic media with caution and ensure that staff and students understand both its potential and its risks.

### 5. Primary Risks to Children and Schools

AI-generated and synthetic media can lead to:

- Harassment, bullying, or reputational harm through manipulated videos
- Distribution of indecent synthetic images or videos (a criminal offence)
- Emotional distress or loss of trust among peers
- Exposure to misinformation or extremist content
- Normalisation of deceitful digital behaviour



## 6. School Responsibilities

To ensure safety and digital integrity, BSGC will:

1. Explicitly reference AI and synthetic media within Safeguarding, Online Safety, and Acceptable Use Policies.
2. Integrate AI literacy and digital ethics into the curriculum, helping students to verify authenticity and seek consent.
3. Establish clear reporting procedures for AI-related concerns, including bullying, reputational damage, or misuse.
4. Provide staff training on recognising and responding to AI-based incidents.
5. Work in partnership with parents, providing guidance on home supervision and ethical use of AI.
6. Review developments annually to ensure policies reflect emerging technologies.

## 7. Guidance for Parents and Carers

Parents play a vital role in helping children navigate AI responsibly.

BSGC encourages families to:

- Talk openly about AI tools and their capabilities
- Set boundaries for creating and sharing digital content
- Encourage critical thinking: *“Could this be AI?”*
- Reinforce respect, consent, and empathy online
- Model responsible sharing and fact-checking

Further resources and practical advice are available from the [Safe AI for Children Alliance](#).

## 8. When to Involve Law Enforcement

Schools must **immediately escalate** to the police or appropriate child-protection agencies if AI-generated content involves:

- Indecent or sexualised imagery of a child (including deepfakes)
- Threats, blackmail, or harassment
- Defamation or hate-related content
- Distribution of illegal or extremist material

Digital evidence should be preserved securely and never forwarded or reshared.

## 9. BSGC Response Protocol

Any incident involving AI-generated or synthetic content will activate the school’s **Safeguarding and Online Safety procedures**.

The **Designated Safeguarding Lead (DSL)**, in collaboration with the **AI Lead**, will:

- Assess the risk and provide immediate support to affected individuals
- Liaise with parents and, where necessary, law enforcement
- Review and adjust internal procedures or digital education programmes as appropriate

## 10. Review and Monitoring

This appendix will be reviewed annually or sooner if significant developments in AI technology or legal frameworks occur.

All staff, students, and parents will be informed of updates to ensure ongoing awareness, protection, and responsible digital practice.



## Appendix B: Practical Classroom Guidance for Teachers — Safe Use of AI-Generated Tools

### 1. Purpose

This appendix provides clear, practical guidance for teachers and staff at The British School of Gran Canaria (BSGC) on the safe, ethical, and effective use of AI-generated video, image, and audio tools in educational settings.

It ensures that innovation enhances learning while maintaining the highest standards of safeguarding, privacy, and digital ethics.

### 2. Definition and Scope

“AI-generated tools” refer to platforms that use artificial intelligence to create or manipulate digital content — including, but not limited to:

- Video synthesis tools: Sora 2, Runway Gen-3, Pika Labs, HeyGen, Synthesia, DeepBrain, Veed.io, etc.
- Image generation tools: DALL-E, Midjourney, Leonardo AI, Adobe Firefly, Canva Magic Media.
- Audio and voice tools: ElevenLabs, PlayHT, Resemble AI, and similar.

This guidance applies to all staff, all year groups, and all BSGC devices or accounts.

### 3. Guiding Principles

1. **Safety First:** Student wellbeing and protection override all creative or instructional objectives.
2. **Transparency:** Always inform students when AI is used and discuss its limitations or ethical implications.
3. **Consent:** No student’s image, likeness, or voice may be captured or replicated using AI tools without explicit consent from parents/carers and the student (where age-appropriate).
4. **Age-Appropriateness:** Only platforms that comply with GDPR and age restrictions may be used.
5. **Supervision:** All AI-related activities must be directly supervised by staff.
6. **Educational Purpose:** AI tools must only be used to enhance teaching and learning outcomes — never for entertainment or personal experimentation.

### 4. Approved Use in the Classroom

Staff may use AI tools to:

- Demonstrate concepts (e.g. visualising scientific processes, historical reconstructions, or creative storyboards).
- Support differentiated learning through accessible or multilingual resources.
- Encourage critical digital literacy, exploring how synthetic media is created and verified.
- Stimulate discussion around bias, truth, and responsible technology use.

All uses must be pre-planned, risk-assessed, and approved by the relevant Head of Department (HoD) or Digital Learning Lead.



## 5. Prohibited Use

Teachers and students must **not**:

- Generate or share AI content featuring real people (staff, students, or public figures) without informed consent.
- Create or display AI-generated content that could be misleading, offensive, discriminatory, or harmful.
- Use AI avatars, faces, or voices of minors in any synthetic media project.
- Upload student photos, names, or identifiers to third-party AI sites unless authorised by the school's data protection officer (DPO).
- Use personal AI accounts (non-school) for school activities.

## 6. Data Protection and GDPR Compliance

- All AI platforms must undergo data-privacy evaluation before classroom use.
- Any data shared with AI systems must be anonymised and minimised.
- Personal data must never be used to "train" AI tools.
- Staff should use official school accounts and store all generated content within approved school drives.
- Breaches or concerns must be immediately reported to the Head of Sector, DSL and DPO.

## 7. Teaching Digital Literacy

BSGC is committed to developing AI literacy as a key component of online safety education.

Teachers are encouraged to:

- Help students identify AI-generated versus authentic media.
- Discuss real-world consequences of deepfakes and misinformation.
- Reinforce empathy, respect, and consent in digital creation.
- Use the school's motto — *Be Kind, Be Brave, Be You* — to frame responsible use and curiosity.

## 8. Staff Training and Support

The school provides:

- Regular INSET sessions on educational AI tools and safeguarding protocols.
- Updates from the AI Lead on emerging platforms and risks.
- Access to professional learning communities for sharing best practice.
- On-demand support for lesson planning, ethical dilemmas, and technical questions.

Staff are encouraged to seek advice from the AI Lead, ICT Coordinator, or DSL before introducing new AI tools.

## 9. Reporting and Escalation

If AI tools are misused, staff must:

1. Stop the activity immediately.
2. Preserve any evidence (screenshots, links).
3. **Inform the DSL and AI Lead without delay.**
4. Record the incident using the school's safeguarding reporting system (e.g. CPOMS).
5. Follow subsequent guidance or investigation procedures.





## **10. Review and Evaluation**

This guidance will be reviewed annually, or sooner if major changes occur in AI regulation or technology.

Feedback from staff and students will inform updates to ensure that BSGC remains a safe, forward-thinking, and digitally responsible school.

## **11. Related Policies**

- Child Protection & Safeguarding Policy
- Online Safety Policy
- Acceptable Use Policy (AUP)
- Data Protection & GDPR Policy
- Digital Learning Strategy



## Appendix 14 - Allegations against staff

It is essential that any allegation of abuse made against a member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Any allegation made against a member of staff or volunteer at the BSGC must be referred **immediately** to the Head. In cases that do not compromise the safeguarding of pupils then the complaints procedure will be implemented (see Whistleblowing Policy and Concerns and Complaints Policy).

If it is a child protection issue, then the DSL will **immediately** be informed by the Head and school safeguarding procedures will be applied. All concerns will be pursued until a conclusion is reached, with or without a formal complaint being made, even when the child or parent is not asking for further action to be taken about the matter.

Where an allegation is made against the Head, it should be referred to the Chair of the Governors who, if it is a child protection issue, will inform the DSL **immediately**.

### 1. Procedures (if an allegation is a child protection issue):

- After an allegation is received, the case manager (the Head or the Chair of Governors, if the Head is the subject of an allegation) will discuss the allegation with the DSL in order to consider the allegation and agree a course of action. This might include the suspension of the member of staff.
- The case manager will make a preliminary investigation into the background of the allegations and decide on the course of action (informing the Chair of Governors or the Vice Chair, if the Head is being investigated).
- If there appears to be a case to be answered the accused person will be informed about the allegation, except if external agencies need to be consulted or further strategy discussions are needed. This also applies to the sharing of information with parents or carers.
- If an investigation by the police or social services is considered unnecessary, the school will identify the most appropriate method of investigation depending on the nature and circumstances of the allegation and the evidence and information available. Historical allegations or allegations against a teacher that is no longer teaching at the School must be reported to the police.
- Once an investigation is completed the case manager will present their findings to the Chair of Governors, or to the Vice Chair of Governors if the Head is being investigated, and a decision will be made determining the outcome of the allegation using the following definitions:
  - **Substantiated:** there is sufficient evidence to prove the allegation.



- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive. If the malicious allegation was made by a student, the school will consider the need to apply its Discipline and Exclusion Policy.
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

The decision reached will determine the next course of action which might include sanction, written warning or steps outlined in in Spanish labour law.

## **2. Supporting those involved**

The school will act to manage and minimise the stress created by the allegations process. The member of staff subject of an allegation will be advised to contact their trade union representative or a colleague for support.

## **3. Confidentiality**

As in all safeguarding issues, the school will make every effort to maintain confidentiality while an allegation is being considered.

## **4. Referrals to the Disclosure and Barring Service (DBS)**

The school recognizes its legal duty to make a referral to the Disclosure and Barring Service if a person has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned.



## Appendix 15 - Guidance for staff inviting visitors into the School

BSGC recognises the value and importance of talks and presentations from visitors (e.g. speakers, charity representatives, volunteer workers and visiting school-based workshops). Although embracing the opportunities, the school expects careful consideration from staff when making an invitation to ensure the safeguarding our pupils. These expectations are set out below:

- Reasonable measures must be taken to ensure that the visitors are appropriately qualified and prepared to talk to the children. This can be accomplished by obtaining a recommendation from a trusted source; checking published or online materials; asking for details of previous workshops and talks. This is to identify potential situations in which the content of a visiting speaker activity, workshop, or charity is likely to undermine the values and aims of the school (such as using discriminatory language), or if the visitor is associated with any organisation that advocates extremist views.
- After the background check is completed and no concerns have materialised then Form 1 should be completed and given to the relevant Head of Sector or Senior Teacher (Secondary), at **least one week** prior to the intended visit.
- When a visit is approved and an invitation extended, Form 2: *Visitor Information Sheet* should be sent to the invited person/s. The form provides basic safeguarding expectations and outlines the requirement to uphold and support the school's aims and values. The visitor must read Form 2 prior to coming to the school and they will be given a copy on the day of the visit that must be signed, confirming that they have read and understood the guidance. This signed copy of the form must be submitted to the Head of Sector / Senior Teacher that authorized the visit.
- All visitors must bring personal photographic identification on the day of the school visit, such as a passport, driving licence or *tarjeta de residencia*.
- Visitors must sign in at the school office, showing their proof of identity, and will be issued with a visitor's badge that must be displayed prominently throughout their visit. They will also be given an 'Emergency Procedures' card, which also has details of the safeguarding team on the back. The visitor must be met by a member of staff at the school office and escorted to the location of their interaction with students. **Under no circumstances should visitors be left unsupervised at any point (unless they have provided the school with the full legal documentation that is required by Spanish law to work with children).** It is essential, if this has not been completed beforehand, that the Form 2 is signed and agreed.

Informing school personnel of a school visitor is important, enabling staff to be prepared and vigilant in the care of students. The office should be aware of the arrival time of the visitor and know the receiving staff member's location at this time, so they can be contacted if necessary.



## Form 1 – Visitor Proposal Form

Name and department:	
Date:	
Staff / Students to be involved:	
Name of visitor:	
Date and time of visit:	
Proposed venue:	
Purpose of visit:	

**How is the visitor known to you?** Briefly explain any background information you have:

--

**Does the visitor have, filed in the school, current legal documentation to comply with Spanish law for working with children? Please check with our Human Resources Department.**

**YES ☐ / NO ☐** If *no*, then the visitor must be supervised during the entire time that they are in school. Please detail the measures that you will take to ensure that this supervision takes place (e.g. accompany to staffroom at break time, meet and walk with them to and from office on arrival and departure, etc.)

Measure	Member of staff responsible

*Please submit this form to your Head of Sector / Senior Teacher (Secondary) and allow one week for approval.*

<b>Visitor approved by Head of Sector</b> <b>Signed:</b> <b>Date:</b>
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### After approval:

- Email Form 2 (*Visitor Information Sheet*) to your visitor for them to read prior to the visit (Spanish and English available). Remind them to bring photographic identification on the day.
- Book your venue through the school booking system.
- Ensure that you have informed the office so that they are aware of the time that your visitor will arrive and for the information to be put in the staff bulletin. If the deadline for this has passed, ensure that you email all staff so that they are aware of the arrangements.

### On the day of the visit:

- Meet your visitor at the office and ensure that they have shown identification, signed Form 2 and have also looked over the emergency procedures / safeguarding team laminated card. Please submit Form 2 to your Head of Sector / Senior Teacher (Secondary) for filing.
- Remember to put in place your plan for supervision during the entire time your visitor is in school.

We would like to offer you a very warm welcome to the British School of Gran Canaria.



## Form 2 – Visitor Information Sheet

BSGC recognises the incredible value external agencies can bring to our school, and we thank you sincerely for your support.

As well as providing important and influential learning opportunities to our students, the school also has the obligation to ensure the safety and well-being of all members of its community. The school's commitment is articulated in a number of school policies, the most influential being the *Safeguarding and Child Protection Policy*, which can be found on the school webpage [www.bs-gc.net](http://www.bs-gc.net).

In relation to this policy we outline some simple expectations below and ask for your support in meeting these expectations. If you need clarification on any aspect, then please contact the school.

### What is safeguarding?

- Ensuring that **all** students are **always** given safe and effective care.
- Protecting students from **any** maltreatment or impairment of their physical and emotional health.
- Protecting the welfare of our students is the role of **every person** who comes into contact with them.

### During your visit to BSGC, we ask that you please:

- Sign in at the Office and provide personal identification that includes a photograph.
- Read and sign this form, indicating understanding of the values and ethos of BSGC and agreeing to abide by these principles and school policy during your visit.
- Read the 'Emergency Procedures' card, so that you know what to do in the event of an emergency.
- Wear your 'Visitor Badge' at all times.
- Share any concerns about anything that happens during your time at BSGC to the member of staff organising your activity, or to any of the safeguarding team (pictures posted around the school).
- Sign out at the end of your visit and return your 'Visitor Badge' to the Office.

### Our aims, values and ethos are very important to the school and we ask that you respect them.

#### These include:

- Promoting tolerance, understanding and respect for diversity and alternative views.
- Ensuring that **all** students feel included, respected, valued and safe in the school environment.
- Supporting our values also means that, under no circumstances should anyone:
  - Use offensive or intolerant language.
  - Demean any individuals or groups defined by ethnicity, race, religion, sexuality, gender, disability or age.
  - Promote any extremist views or ideologies.

Visitors should also be familiar with the Online Safety expectations which clarify safe and responsible online behaviour. Additionally, no photographs can be taken of school students or staff, without explicit authorisation.

### I have read the information set out above and agreed to adhere to the principles and expectations outlined.

Name:  
Signed:  
Date:

*We thank you sincerely for your understanding of this important matter and for your support and co-operation.*

THIS FORM TO BE SUBMITTED TO HEAD OF SECTOR / SENIOR TEACHER  
**This form will be then submitted to the Designated Safeguarding Lead (DSL) for filing.**



## Appendix 16 - Record of staff signatures – Form 3

This document evidences that every member of staff (teaching and non-teaching) at BSGC knows of the existence of this policy, where it is located and how it can be accessed. By signing this document individual staff are acknowledging that they have read the policy as well as Section 1 of *Keeping Children Safe in Education* 2025.

<b>ACADEMIC YEAR</b>	
<b>SCHOOL SECTION</b> (underline as appropriate)	Governors and SMT Teaching Staff Tafira (EYFS/Primary/Secondary/Saturday School/TAs) Teaching Staff South (EYFS / Primary /TAs) Support Staff Tafira (Admin / Technical / Dining, cleaning and maintenance) Support Staff South (Admin / Technical / Dining, cleaning and maintenance) Volunteers / Bus monitors / Enrichment activity monitors

Name of member of staff	Signature	Date
Name of volunteer / monitor		



## Appendix 17 - Social Services in Gran Canaria

### NATIONAL AND REGIONAL ORGANIZATIONS

ORGANIZATION	ADDRESS	PHONE	FAX	CONTACT	ADDITIONAL INFO.
<b>GOBIERNO DE CANARIAS</b> Consejería de Cultura, Deportes, Políticas Sociales y Vivienda	C/ Prof. Agustín Millares Carló, nº 18 Edf. Usos Múltiples II, Plantas 2ª y 3ª 35071 Las Palmas de Gran Canaria	<b>928 30 62 00</b>	<b>928 30 62 88</b>		Reports can be sent to the Canarian Government Social services which will then refer them to the corresponding local authority.
<b>POLICÍA NACIONAL</b> Unidad de familia y mujer	Jefatura Provincial de Policía C/ Luis Doreste Silva, 68, 5º planta 35004 Las Palmas de Gran Canaria	<b>928 30 47 76</b>  <b>928 30 47 52</b>			If a criminal offence is suspected, this can be reported to the special section of the National Police or to any Police station.
<b>FISCALÍA DE MENORES</b> (Prosecution Service – Division for Minors)	C/ Málaga, 2, 35016 Las Palmas de Gran Canaria, Las Palmas	<b>928 11 66 38</b>	<b>928 429 744/45</b>	fisme.laspalmas@justiciaencanarias.org	If a criminal offence is suspected, this can be reported to the Fiscalía de Menores.

### LOCAL AUTHORITIES

Referrals must be made to the Social Services of the Municipality where the child lives.

MUNICIPALITY	ADDRESS	PHONE	FAX	CONTACT	ADDITIONAL INFO.
<b>AGÜIMES</b> Arinaga	C/. Barbuzano 13, Agüimes.	<b>928 78 99 80</b>			(Social Worker – Ext. 470/71)
<b>ARUCAS</b>	C/ Médico Anastasio Escudero Ruíz 3, 2ª Planta, Arucas	<b>928 60 04 11</b>	<b>928 62 27 92</b>	serviciosociales@arucas.org	





<b>INGENIO Carrizal</b>	C/ Ramón y Cajal 6, 2ª Planta, Ingenio	<b>928 78 00 76</b>	<b>928 78 42 26</b>		<b>Ext. 2207/2208</b>
<b>LAS PALMAS DE GC Central Unit</b>	C/ León y Castillo 322, 6ª planta (Edif. Casa del Marino)	<b>928 44 60 08 44 69 79</b>			
<b>LAS PALMAS DE GC Vegueta Cono Sur Tafira</b>	C/ Farmacéutico Francisco Arencibia Cabrera s/n - El Secadero II	<b>928 44 65 24 44 65 00</b>		<b>Maite</b>	
<b>LAS PALMAS DE GC Tamaraceite</b>	C/ Capitán Gral. Excelentísimo Señor Don José Antonio Gutiérrez Mellado 15	<b>928 44 72 40 44 72 41 44 85 30</b>			
<b>LAS PALMAS DE GC Ciudad Alta</b>	C Farmacéutico Pedro Rivero S/N, Cruz de Piedra	<b>928 44 85 80 44 71 19</b>		<b>María Elena</b>	
<b>LAS PALMAS DE GC Distrito Centro</b>	C/ Alfonso XIII 2	<b>928 44 85 60 44 71 60</b>		<b>Betina</b>	
<b>LAS PALMAS DE GC Isleta, Puerto, Guanarteme</b>	C/ La Naval 229	<b>928 44 85 42 44 60 19</b>		<b>Gustavo</b>	
<b>MOGÁN Arguineguín Puerto Rico</b>	C/ Damasco 9, Arguineguín	<b>928 56 85 71</b>	<b>928 73 66 10</b>	<b>Davinia Santana</b>	<b>dsantana@ mogan.es</b>
<b>SAN BARTOLOMÉ DE TIRAJANA Maspalomas</b>	C/ La Margarita S/N Plaza Timanfaya, San Fernando	<b>928 72 34 00</b>		<b>Mónica Beatriz</b>	<b>Ext. 1926 Ext. 1924</b>



<b>SANTA BRÍGIDA</b>	C/ Nueva S/N	<b>928 64 81 81 64 00 72</b>	serviciosocial@ santabrigida.es	<b>Marian</b>	Ext. 2
<b>SANTA LUCÍA DE TIRAJANA Vecindario</b>	Avda. de las Tirajanas 151, Edificio Anexo	<b>928 72 72 00</b>		<b>Jorge Verde</b> (jefe de área)	<b>Ext. 1227</b>
<b>TELDE La Garita Melenara</b>	C/Alonso Quesada 4	828 013 616	concejaliaserv iciosociales@ telde.es	<b>Ana Puiggrós</b> (Servicio de denuncia)	Ext. 2
<b>VALSEQUILLO</b>	Centro Cívico de Valsequillo, C/José Manuel S/N	<b>928 70 50 11</b>		Araceli	<b>Ext. 1</b>



## Appendix 18 - Policy Control

Title	The British School of Gran Canaria Child Protection Policy
Version	Final
Date	September 2025
Authors	Vikki King, Sergio Quintana, Julian Clark, Ryan Hannah and Rachael Harrison
Approved by head teacher	September 2025
Approved by Governing Body	
Next Review Date	July 2026