QSI Dushanbe

2026-2027

Child Safeguarding and Protection Handbook

Guidelines and Protocol for Fostering a Safe School Environment for Children and Youth

QSI QUALITY SCHOOLS INTERNATIONAL

Chapter 2
QSI Policies

QSI Policies Related to Child Safeguarding and Protection

The following components of QSI policies are in place to support child safeguarding and protection, as well as the well-being, health, and safety of students, families, and staff.

I.A.2.a Core Beliefs of the QSI Educational Model

It is the responsibility of the school to provide the conditions for success.

- QSI believes that more learning will occur if students have a desire to learn, have positive feelings concerning the school environment, and have success in their work. A comfortable atmosphere of caring and acceptance is considered important to QSI. Possibility for success increases when students work at the appropriate level of difficulty and sense positive expectations from well-qualified, experienced, and caring educators.

To achieve these Core Beliefs, QSI takes on the responsibilities:

- To provide educators who have a love for children, who have positive expectations of children, and who are willing to expend the time and energy necessary to meet the success of individual students.
- To employ educators who maintain core values and who believe their lifestyle should be a positive influence on their students.

I.A.2.c Philosophy

Social Behavior

- For a useful and meaningful life, we encourage the development of personal qualities leading to acceptable values and harmonious relationships.

I.A.2.d Objectives

Functions of the Administration:

- To recruit teachers who have a love for children, who have positive expectations of children, and who are willing to give the time and energy necessary to meet the needs of individual students.
- To employ teachers who have acceptable values and who believe that their lifestyle should be a positive influence on their students.

Functions of teaching staff:

- To inspire students to help them see what they can be and what they can accomplish with a view to excellence and creativity.

- To provide a positive school atmosphere by working with a cooperative spirit, giving support to one another, and encouraging a high morale and efficiency within the staff.

Social Behavior

- To encourage an understanding of one's self with a view to developing acceptable values such as patience, kindness, unselfishness, honesty, and consideration for others.
- To provide a positive and secure atmosphere, treating the students honestly and fairly.
- To encourage each student to feel good about himself and to help him promote similar feelings in fellow students.
- To provide guidance in problem-solving and decision-making situations.
- To develop a sense of responsibility and to encourage leadership.

I.C.2.a.i Success Orientations

Trustworthiness

The Student Will demonstrate honesty by:

- habitually telling the truth and avoiding deception.
- telling the truth when negative consequences may follow.
- bringing lost items or money to the teacher or the office.
- being a person who does not cheat on tests.
- being a person who is not involved in theft.

TSW demonstrate trustworthiness by:

- following a commitment with the appropriate action.
- promptly accomplishing an errand when requested by a teacher.
- displaying acceptable behavior when not under teacher supervision.
- being a person who is not involved in vandalism.

Concern for Others

TSW demonstrate tolerance for those of other nationalities, races, religions, cultures, ages, and mental and physical abilities by:

- being a person who does not make disparaging remarks concerning those different from themselves.
- joining in group activities with those different from themselves.
- having friendly associations with those different from themselves.

TSW demonstrate acceptance of others, particularly newcomers, by:

- including them in informal social groups.
- being a person who does not actively exclude individuals from group activities.
- approaching newcomers with a view to making them feel welcome.

TSW demonstrate concern for others by:

- avoiding actions or words which hurt another person.
- actions and/or words of support and/or sympathy for those who are unhappy or sad.
- helping others to be successful in their schoolwork, activities, and play.
- displaying unselfish behavior.

Kindness/Politeness

TSW demonstrate kindness by:

- being a person who does not make remarks which put down another.
- being a person who does not physically abuse others.
- displaying acts of kindness (sympathy, encouragement, helpfulness, patience, etc.) toward others, particularly fellow students.
- giving time and resources to help another in need.

TSW demonstrate politeness by:

- being a person who does not exhibit rudeness.
- using socially acceptable language.
- displaying acts of courtesy toward others.

Group Interaction

TSW demonstrate group involvement by actively participating in activities.

TSW demonstrate support of leadership by:

- displaying words and actions which encourage responsible behavior by others.
- displaying words and actions which promote learning in a classroom by others.
- being a person who does not discourage responsible behavior or learning by others.
- assisting the leadership of others by cooperating and being good followers.

TSW demonstrate support of group activities by:

- contributing ideas which are related to the goals of the group.
- being a person who does not make negative comments which are not constructive.
- controlling emotions when discussing different points of view.
- displaying kindness when expressing an opinion.
- displaying a cooperative attitude.

II.G.2.a General School Safety

Stranger Safety

Teachers should instruct students to:

- Look for identification Tags/Badges, or Police or Fire personnel identification.
- Speak only to those wearing identification.
- Go directly to the classroom or teacher from your location.
- Move quickly between locations, but do NOT RUN.
- INFORM A STAFF MEMBER OR PARENT OF ANY UNSAFE SITUATION IMMEDIATELY!

Teachers should frequently remind, monitor, and reinforce/recognize the above behaviors to their students.

I.C.4 Standards of Behavior

The primary goal relating to student behavior is to develop a sense of responsibility such that the student develops an internal desire to observe acceptable behavior patterns. The responsibility of obtaining this objective rests first and foremost at home. The school also has a responsibility to work in every possible way toward this goal. The home and school, working as a team, should coordinate efforts. We hope this results in positive attitudes toward the school and country.

Standards of Behavior:

Students are expected to be kind to others and should consider the feelings of others. Verbal unkindness and physical abuse are not accepted.

II.D.3 Guidelines for Teachers

Teacher expectations for students:

- Expecting children to be kind to others and to respect the rights of others.
- Expecting children to respect authority and to feel that teachers' actions and decisions are intended to make the school a better place and therefore a more enjoyable place for all concerned.
- By teacher actions, make the children to feel that the teachers have a positive attitude toward them. This includes praise of children when an opportunity arises and general comments which lead the children to believe that they are important and liked by the teacher.