QSI INTERNATIONAL SCHOOL OF CHISINAU

2026-2027

Child Safeguarding and Protection: A Handbook for the School Community

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



Table of Contents

Chapter 1: Background Information for Child Safeguarding and Protection Procedures

Definitions of Abuse and Neglect

Context of the School Community

QSI Statement of Inclusion

Myths and Facts about Child Abuse and Neglect

Chapter 2: QSI Policies

QSI Policies Related to Child Safeguarding and Protection

Chapter 3: Prevention

Child Protection Team Roles and Responsibilities

Recruiting and Hiring

Reporting Requirements

Training

Avoiding Behaviors that Lead to Allegations

Excursions, School Events, and Student Travel

Child Safeguarding and Protection Curriculum

Chapter 4: Disclosure and Follow-Up

Principles and Guidelines for Disclosure, Reporting, and Follow-Up

Documentation of Disclosed or Reported Cases of Abuse

Confidentiality in Communication in Case of Abuse or Emergency

Chapter 5: School-Specific Documents

Child Safeguarding and Protection Statement

Local Laws Related to Child Safeguarding and Protection

Local Authorities and Services Working on Child Safeguarding and Protection

Local Counseling and Treatment Resources

Chapter 6: Document Examples and Templates

Code of Conduct

Introductory Letter to School Community

CEESA Statement and Commitments for School Websites

Chapter 7: New Policy Addendums

Addendum 1: QSI Child Safeguarding and Protection for Online Learning

Addendum 2: Peer-on-Peer Abuse Policy

Addendum 3: Guidelines for Excursions, School Events, and Student Travel

Addendum 4: Intimate Care Guidelines

Addendum 5: Electronic Device Confiscation Guidelines

Addendum 6: Guidelines for QSI Students Living Separately from Parents

Special thanks to our sources:

- Association of International Schools in Africa (AISA) Child Protection Program Guide.
- International Schools Services (ISS).
- The work of the International Task Force on Child Protection (ITFCP)* and accreditation agencies in the recommendation of child and youth protection standards.
- International Task Force on Child Protection (ITFCP) recruitment committee recommended screening practices & other recommendations.
- International Centre for Missing & Exploited Children (ICMEC) education portal's checklists and summary resources (http://www.icmec.org/education-portal/).
- Central and Eastern European Schools Association (CEESA).
- Tirana International School.

**The work of the International Task Force on Child Protection (ITFCP) has been undertaken by a coalition of 90+ volunteers, leaders of international education organizations, school leaders, counsellors, business and security managers and teachers, school accreditation, inspection and recruitment professionals, working collaboratively across professions with dedicated law enforcement officials and the medical community. It is this broad collaboration and diverse perspective from a variety of roles which has enriched their discussion and results. From its origin in May of 2014, its charter has been to apply its collective resources, expertise, and partnerships to help international school communities address child and youth protection challenges.*

Chapter 1
Background Information for Child Safeguarding and Protection Procedures

Definitions of Abuse and Neglect

Definitions of abuse are complex and based in various cultures, child-rearing behaviors, and gender role expectations. The primary determination of **abuse** is that it is dependent on some form of a relationship that is used to meet the needs of the more powerful person, either a member of the family, a teacher, or a friend. Research guides the definitions and the understanding of the impact of certain behaviors.

Important Notes:

- Behavioral indicators in and of themselves do not constitute abuse or neglect; the presence of indicators does not necessarily mean that abuse or neglect is present.
    - The behavioral indicators could be rooted in other issues or may represent normal developmental phases experienced by a child.
    - Troubling student behavior should be addressed in a constructive way, regardless of the cause.
    - Use common sense and consider other indicators, such as culture and family dynamics, when deciding if a referral is warranted.
    - If in doubt, ask for help from the school Counselor or Director.
- Possible indicators of abuse or neglect may be the same across multiple types of abuse.
- Indicators may be entirely absent in a child who is a victim of abuse.
- The most powerful evidence of abuse is self-reporting. If a child reports abuse, a referral must be made, whether indicators are present or not.

Physical Abuse

Physical abuse is defined as a parent or caregiver deliberately inflicting pain or injury on a child or allowing another person to do so. The indicators listed below do not, on their own, confirm that abuse has occurred and are provided for general awareness only. If a parent or community member observes one or more of these indicators and has concerns about a child's safety, they are encouraged to share those concerns with a teacher or school leader.

Possible indicators of physical abuse may include:

- Bruises, burns, sprains, dislocations, bites, cuts.

- Improbable excuses given to explain injuries.
- Injuries which have not received medical attention.
- Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
- Repeated urinary infections or unexplained stomach pains.
- Refusal to discuss injuries.
- Withdrawal from physical contact.
- Self-destructive tendencies, including cutting or suicidal ideation.
- Arms and legs kept covered in hot weather.
- Fear of returning home or of parents being contacted.
- Showing wariness or distrust of adults.
- Being aggressive toward others.
- Being very passive and compliant.
- Chronic running away.

Neglect

Neglect is defined as a parent or caregiver intentionally denying a child access to things that support healthy development, including adequate food, clothing, shelter, sleep, supervision, medical treatment and education.

Possible Indicators of Neglect include:

- Basic needs not met.
    - Inadequate supervision, nutrition, hygiene, or clothing.
    - Medical needs are unattended.
- Fatigue or listlessness.
- Extreme loneliness.
- Hunger.
- Self-destructive tendencies, including cutting or suicidal ideation.
- Reluctance to go home.
- Low self-esteem.
- Poor social relationships.
- Compulsive stealing.
- Alcohol or drug abuse.
- Frequent lateness or low attendance.
- Child is left for extended periods of time without parents or a guardian.
- Parents cannot be reached in case of emergency.

Emotional Abuse

Emotional abuse is defined as a parent or caregiver persistently mistreating a child emotionally, often causing severe and adverse effects on a child's emotional well-

being or development. Some level of emotional abuse is involved in all types of ill treatment of a child, but it may also occur alone. It includes:

- Conveying to children that they are worthless or unloved.
- Conveying to children that they are inadequate or valued only insofar as they meet the needs of another person.
- Imposing inappropriate age or developmental expectations on children.
- Exposing children to domestic violence.
- Causing children frequently to feel frightened.
- Exploiting or corrupting children.

Possible indicators of emotional abuse include:

- Delayed physical, mental, or emotional development.
- High anxiety.
- Delayed speech or sudden appearance of a speech disorder.
- Fear of new situations.
- Low self-esteem.
- Inappropriate emotional responses to painful situations.
- Extreme passivity or aggression.
- Alcohol or drug abuse.
- Chronic running away.
- Compulsive stealing.
- Obsessions or phobias.
- Sudden under-achievement or lack of concentration.
- Attention-seeking behavior.
- Persistent tiredness.
- Lying.

Sexual Abuse

Sexual abuse is committing, or allowing others to commit, any sexual offense against a child, regardless of whether the child is aware of what is happening. Sexual abuse has unique characteristics that warrant special attention. While physical abuse may be the unplanned result of immediate stress, sexual abuse requires planning with results that are more insidious. The planning, referred to as "grooming," often results in victims accepting the blame, responsibility, guilt, and shame for the sexual behavior of the offender.

Sexual abuse requires more secrecy than other forms of child abuse, so it is more difficult to report. Some victims, through the process of grooming, are taught that sexual activity is a form of love, so they may be protective of their abusers because of their perception of being loved. Any disclosure of sexual abuse must be taken

seriously, regardless of the signs that are present or absent. The offender must be removed from the school setting as quickly as possible. School counselors can't work to treat sexual offenders; out-sourced professional assistance should be consulted as necessary.

Sexual abuse may include:

- Intentionally touching, either directly or through clothing, the genitals, anus, or chest area/breasts of a child for other than hygiene or childcare purposes.
- Engaging in sexualized non-contact activities, such as involving children in the production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways.
- Involving children in commercial sex work. These children are victims of sexual abuse, whether they perceive themselves as victims or not.

Possible Indicators of Sexual Abuse:

- Age-inappropriate sexual knowledge, language, or provocative behavior.
- Withdrawn or aggressive behavior.
- Unusual interpersonal relationship patterns.
- Mention of special treatment from an adult, or a new "secret" friendship with an adult or younger person.
- Venereal disease, unusual vaginal or penile discharge, or difficulty urinating.
- Physical trauma or bleeding to the oral, genital, or anal areas.
- Difficulty in walking or sitting.
- Regressive behavior, like bedwetting or stranger anxiety.
- Refusal to change into PE clothes.
- Fear of people or places.
- Running away from home without a specific complaint.
- Pregnancy, especially at an early age.
- Unusually protective parents.

Possible signs of sexual offenders:
In addition to knowing the signs of victimization, below are some early warning signs to look out for in potential sexual offenders. The following information is provided to raise general awareness and to support prevention efforts. It is not intended for parents or community members to assess or determine intent.

Signs of student offenders:

- Unusual interest in sex, sexualizing inanimate objects and activities.
- Continuation of sexual misbehavior when told to stop.
- Use of force and coercion in social situations.
- Unusual intensity when discussing sex and sexuality.
- Socialization with much younger children.
- Gifts.
- Requiring secrecy in relationships.

Signs of adult offenders:

- Identification of "favorite" student or child.
- Attempts to find ways to be alone with children.
- Inappropriate language, jokes, and discussions about students/children.
- Sexualized talk in the presence of students/children.
- Private gifts or private chats, in person or online.

Child Exploitation
(The following is taken entirely from Save the Children's Resource Center, https://resourcecentre.savethechildren.net/keyword/commercial-exploitation)
Child exploitation refers to the use of children for someone else's advantage, gratification or profit often resulting in unjust, cruel and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression, or ill-treatment.

There are two main forms of child exploitation that are recognized:

- Sexual exploitation: the abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the exploitation of another as well as personal sexual gratification.

  Examples: Child prostitution, trafficking of children for sexual abuse and exploitation, child pornography, sexual slavery.

- Economic exploitation of a child: the use of the child at work or other activities for the benefit of others. This includes, but is not limited to, child labor. Economic exploitation implies the idea of a certain gain or profit through the production, distribution, and consumption of goods and services. This material interest has an impact on the economy of a certain unit, be it the State, the community, or the family.

  Examples: Child domestic work, child soldiers and the recruitment and involvement of children in armed conflict, child bondage, the use of children from criminal activities including the sale and distribution of narcotics, the involvement of children in any harmful or hazardous work.

Bullying

The following definition of bullying was taken directly from https://www.stopbullying.gov/what-is-bullying/definition/index.html:

Bullying is an unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated over time. Both children who are bullied and who bully others may have serious, lasting problems. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. In order to be considered bullying, the behavior must include:

- An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

There are three types of bullying. Verbal and social bullying may be carried out in person, on paper, or through cyber-bullying (via phone, text, video, online, or other electronic means).

- Verbal bullying is saying or writing mean things. Verbal bullying includes:
  - Teasing.
  - Name-calling.
  - Inappropriate sexual comments.
  - Taunting.
  - Threatening to cause harm.

- Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
    - Excluding someone on purpose.
    - Telling other children not to be friends with someone.
    - Spreading rumors about someone.
    - Embarrassing someone in public.
- Physical bullying involves hurting or threatening a person's body or possessions. Physical bullying includes:
    - Hitting, kicking, and pinching.
    - Spitting.
    - Tripping and pushing.
    - Taking or breaking someone's things.
    - Making mean or rude hand gestures.

More information on bullying is found in the Peer-on-Peer Abuse Addendum section in Chapter 7.

Context of the School Community

One of the essential roles and characteristics of the international school is that the school becomes a conduit for the social life in which expatriate families engage. Thus, international schools have a responsibility to fill the child safeguarding and protection gap in helping to connect these families to the necessary services. When the family reports that this is a safe and nurturing environment, the school can rest assured that it has provided a critical service.

To clarify our task and its context within the community, it is important for school personnel to understand and be cognizant of the experience of the students we serve. The following are some of the characteristics and attributes of international school communities that should be taken into account when considering the context of our child safeguarding and protection guidelines.

Characteristics and attributes of international school children:

- Transience and mobility impact the development of identity and relationships, especially for support in times of need.
- Children may demonstrate early maturity and sophistication in some areas, but naivety and immaturity in other areas.
- Separation from extended families, working and traveling parents, and interrupted long-term friendships and relationships may contribute to attachment issues, and support during times of crisis or need may be minimal or non-existent.
- Being lost between multiple and sometimes conflicting cultures and value systems results in confusion of behavioral expectations.

- High expectations are placed on students to achieve academically.
- Children have access to paid help in the home.
- Children may attend private international schools abroad and public schools in their home countries.

Characteristics of international school families:

- Isolation from extended family and previous community creates a lack of support.
- Power differential in marriage (who has the work permit) creates vulnerability.
- Absentee parents impact family functioning.
- Expatriates may have a challenging or superficial relationship with the host country.
- Expatriates may experience a lack of control over critical life decisions; the employer may decide where, when, and how the family moves, creating a lack of stability.

Characteristics of international school communities:

- School takes on sole role as a center of family life and often provides superficial relationships that cannot meet mental health needs.
- Power influence: A family's political position in the community can inhibit a school from acting.
- The sense of being lost in diversity of community can cause further isolation.

Cultural dynamics of international school communities:

- Multiple norms rooted in different cultural traditions can cause confusion involving religious values, values of parenting, discipline, caregiving, sexuality, gender roles, and responsibilities.
- The impact of rapidly changing "pop culture" from developed nations affects student behavior.
- Varying degrees of openness rooted in cultural traditions affect students' relationships with their families and peers.
- Varying cultural attitudes toward gender issues and child development, including different concepts of developmental needs through childhood, affect the families' views of different situations.

International school communities are vulnerable to abuse because abusers capitalize on secrecy, insularity, isolation, and limited access to support resources.
International schools must respond to the reality that these characteristics are exactly the characteristics that perpetrators will use to their advantage in abusing children.

QSI Statement of Inclusion

QSI is open to all students. We respect their diversity regardless of race, ethnicity, gender, cultural background, disability, religion, personal beliefs, and socioeconomic status. QSI employees will be considerate of diverse cultural and family beliefs when teaching in the classroom. In QSI schools, we provide a safe and supportive environment for all students.

Myths and Facts about Child Abuse and Neglect

Myth: Child abuse is carried out by strangers.

Fact: Research indicates that 90% of abuse is domestic and committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families. When abuse is within the family, the transient lifestyle increases the risk to international school students who tend not to have access to outside resources and therefore can't get help.

Myth: Abuse is a matter of culture; physical or sexual abuse falls within the norms of some cultures and is acceptable.

The reality is that there is no excuse for child abuse. No culture supports harming children.

Myth: Child abuse is a result of poverty and happens in low socioeconomic circumstances.

Fact: Research indicates that child abuse occurs in all racial, ethnic, socioeconomic, and cultural sectors of society. A common characteristic of an abusive family is isolation, such as that commonly found in international families who move often and are separated from their extended families.

Myth: International schools do not have to report abuse to local authorities.

Fact: International schools are bound by the laws of their host countries and must be knowledgeable and compliant with the child protection laws of their location. Furthermore, international schools are legally and ethically liable for any violation of existing laws related to reporting of cases of abuse or neglect; there are cases now pending in which schools are facing legal action regarding non-compliance.

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 high morale and efficiency within the staff.

Social Behavior

- To encourage an understanding of oneself 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 themselves and to help themselves 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 is important.

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 puts 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 from others is important.
- 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 is important.
- Show 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 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.

Chapter 3

Prevention

Child Protection Team Roles and Responsibilities

The school's Child Safeguarding and Protection Plan includes the operation of the Child Protection Team. This team will plan and implement protocols, monitor interventions, and carry out follow-up activities.

The Child Protection Team consists of:

- Director – Dr. Yaisa Banek
- Child Protection Lead/Academic Coordinator/School Counselor – Alex Hinckley
- Athletic and Activities Coordinator – Nathan Banek
- Office Manager – Marina Capatina
- Teacher Representative – Star Hays
- School Nurse – Georgeta Rosca
- External resource (e.g. community child protection worker, U.S. Embassy RSO, Advisory Board Member, etc.).

The role of a school-based Child Protection Team is to ensure that there is a comprehensive Child Safeguarding and Protection program in place at the school and to annually monitor the effectiveness of the program. Specific tasks include:

- Develop and monitor the guidelines and protocol from the Child Safeguarding and Protection Handbook.
- Research local laws related to child safeguarding and protection.
- Create a directory of local resources related to child safeguarding and protection.
- Finalize, translate, and distribute the Introductory Letter to School Community.
- Personalize and make a plan for distributing and collecting signed copies of the Code of Conduct.
- Ensure that school-based hiring practices are aligned with those outlined in the "Recruiting and Hiring" section of this handbook.
- Organize child safeguarding and protection training for all staff and community members.
- Create a plan for documenting, storing, and sharing any disclosures of abuse.
- Create guidelines for field trips, events, off-campus events, and student travel that are aligned with the Code of Conduct.

- Ensure the implementation of child safeguarding and protection curriculum in all homerooms.
- Respond to any reports of abuse.
- Appoint a spokesperson to communicate with members of the school community in the event that an allegation is made.
- Create a plan for updating this handbook annually.

Role of the School-Based Child Protection Lead

The Role of the Child Protection Lead: The Child Protection Lead is a member of the Child Protection Team and is an assistant to the director of the school for the child protection tasks that are outlined in the Child Protection Handbook. The ultimate responsibility of those tasks being completed is that of the director, but the Child Protection Lead can be a significant help. The Child Protection Lead is required to receive the Level 1 ICMEC training certificate. Their tasks may include:

- Child Protection Handbook updates
- Child Protection Code of Conduct Updates
- Code of Conduct distribution, beginning of the year and ongoing
- Staff training, beginning of the year and ongoing
- Parent training
- Organization of the Child Protection Team including managing the agenda and minutes
- Connection to local law enforcement

The Child Protection Team will meet at least three times annually.

Recruiting and Hiring

QSI strives for certainty in hiring people who are well-suited to work with children. The following recruiting and hiring protocols are in place to ensure:

- Candidates with a tendency toward child abuse are deterred from applying to QSI.
- Candidates who have a criminal record, or about whom concerns have been raised regarding their suitability to work with children, are not offered a position.
- Successful candidates fully understand their responsibilities in safeguarding children while employed by QSI.

Reporting Requirements

QSI aims to ensure that all students are given a safe learning environment by maintaining appropriate practices and supervision in the school.

Reporting suspected child abuse, whether it occurred in or out of school, is the responsibility of any employee who suspects that a student may have been abused. Self-reporting of abuse by students must always be reported to the Director and Counselor. The school will investigate all reports and will take appropriate action to ensure the safety of the student in accordance with host country law.

School endorses the Convention on the Rights of the Child* of which the host country for the School, Republic of Moldova, is a signatory, and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. School will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide annual training for all staff, and will make every effort to implement hiring practices to ensure the safety of children. In the case of a staff member reported as an alleged offender, School will conduct a full investigation following the course of due process.

This requirement is endorsed by Quality Schools International.

*(*__Sources__: Amnesty International Unofficial Summary of the UN Rights of the Child: http://www.amnestyusa.org/our-work/issues/children-s-rights/convention-on-the-rights-of-the-child; and Convention on the Rights of the Child:* http://www.crin.org/docs/resources/treaties/uncrc.asp#Nineteen*).*

Training

Training on child safeguarding and protection is required annually for all school staff (instructional and support), volunteers, including parent volunteers, coaches, and anyone else who works with students. Ongoing training and reinforcement may take place throughout the year to ensure safeguarding expectations are understood and consistently applied.

Avoiding Behaviors that Lead to Allegations

- Avoid situations in which you are alone with a child. This includes not transporting youngsters alone in your car. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.
- The privacy of children in situations such as toileting, showering, and changing clothes should be respected. When it is necessary to supervise

children in these situations, at least two adults should be present and intrude only to the extent that the health and safety of the children require. Adult volunteers should preserve their own privacy in these situations also.

- Avoid touching areas that are normally covered by swimming suits; breasts, buttocks, and groin. When hugging is appropriate, hug from the side over the shoulders, not from the front.
- Sexual jokes, comments of a sexual nature, kissing, sensual massages, or sexual gestures are not appropriate behavior for an adult staff member or volunteer at the school or in the presence of students.
- When volunteering to supervise overnight activities, adults should not share sleeping quarters with children other than their own.
- Revealing personal information about one's sex life by an adult volunteer or staff member is never appropriate.
- Do not use corporal punishment in any form.
- It is the adult's responsibility to set and respect boundaries. When a child attempts to involve an adult in inappropriate behavior, the adult must reject the overture and inform the director.

Excursions, School Events, and Student Travel

The school must have guidelines, to be agreed upon by all involved parties, that outline staff and chaperon responsibilities and expected student behavior for excursions, school events, and student travel. In creating such guidelines, make sure that they are:

- Aligned with the Code of Conduct.
- Aligned with reporting protocols in this handbook.

For help in creating the guidelines, please see the "Guidelines for Excursions, School Events, and Student Travel" section in the last chapter of this handbook.

Child Safeguarding and Protection Curriculum

There are many opportunities for children to learn about safeguarding and protection throughout the school day, and any opportunities for further discussions about relevant topics should be taken. However, to best protect students, QSI has adopted the Empower: Skills for Safety, Success, and Global Citizenship Curriculum. All teachers must be trained to teach the curriculum. QSI will host training-of-trainers every two years to ensure that each school has an Empower trainer on staff. The school must provide a yearly opportunity for the trainer to train any teachers who are not yet certified to teach the curriculum. Additionally, the school must

schedule weekly or bi-monthly time for lessons that cover child safeguarding and protection to each class in the school, throughout the school year.

The EMPOWER program is an evidence-based comprehensive child development curriculum. EMPOWER was created collaboratively with QSI teachers, counselors, and administrators. The curriculum is based on the Center for Academic and Social Emotional Learning (CASEL) framework, International School counselors Association (ISCA) standards, the Association of International Schools in Africa (AISA), and the International Center for Missing and Exploited Children (ICMEC) best practices for child protection curriculum. Each of these organizations are renowned organizations in their fields.

Success Orientation Concept Strands	Social Emotional Learning Concept Strands	Child Protection Concept Strands
Kindness and Politeness	Self-Awareness	Body Privacy
Concern for Others	Self-Management	Personal/Social Safety
Responsibility	Social-Awareness	Abuse
Trustworthiness	Relationship Skills	Trusted Networks
Group Interaction	Responsible Decision Making	Self-Advocacy
Aesthetic Appreciation		Personal Rights
Independent Endeavor		

In addition to Empower, the school may wish to develop other resources for working with children in the classroom on child safeguarding and protection issues. The Association of International Schools in Africa (AISA) developed a child protection curriculum guide, which outlines curriculum to be taught at each grade level. It should be used by teachers as a resource for lesson planning. The guide is available at https://aisa.or.ke/wp-content/uploads/2020/09/Child-Protection-Handbook-Curriculum-Guidance-7July2016-1.pdf. Also, the iSafe curriculum that is already in use by QSI schools covers cyber-safety.

If the school has a counselor, the counselor may support teachers in implementing child protection lessons in their classrooms. However, the counselor should not be the sole person responsible for teaching the curriculum. Homeroom teachers must be involved. Required topics and teaching suggestions are in the table below. These topics are also covered in the Empower: Skills for Safety, Success, and Global Citizenship Curriculum.

Topic	Teaching Suggestions
Anti-Bullying	Anti-bullying can be taught in conjunction with the Success Orientations of Concern for Others and Kindness and Politeness.
Abuse and Safety	Lessons on abuse and safety can be linked to the Success Orientations of Trustworthiness, Responsibility, and Kindness and Politeness, and may also be covered in conjunction with health topics.
Cyber-Safety	Cyber safety is covered in the QSI technology curriculum through the iSafe program (www.isafe.org). Each QSI school has a subscription to this program, and it is a required component of the technology curriculum.
Rights of Children and Youth	Lessons on children's rights can be linked to Group Interaction or taught as a separate topic during the homeroom/advisory period.
Identification of Protective Supports	Lessons on identifying people to turn to for help and support may be linked to Group Interaction or taught as a separate topic during the homeroom/advisory period.
Consent	The meaning and significance of consent may be linked to Trustworthiness and Responsibility, or covered in conjunction with health topics.

Chapter 4
Disclosure and Follow-Up

Principles and Guidelines for Disclosure, Reporting, and Follow-Up

General Principles

The following principles are considered when implementing procedures for disclosure, reporting, and further action:

- The child's readiness and privacy must be respected. The child will disclose whenever he or she is ready.
- Our international school uses local and international community partnerships and engages consultants with expertise in child safeguarding and protection services, when needed.
- The school refers students to community resources and partnerships at the determination of school leadership.
- Laws vary, and we must act according to local regulations and international conventions to which the host country is a signatory.
- The cases of alleged abuse need to be considered both from the perspective of the alleged victim and the alleged child abuser, establishing the need for due process.
- It is important to minimize the number of times the child engages in disclosing.

What to do if a Child Discloses Abuse

Please note: All members of our community play a critical role in developing our child protection program. If any stakeholder in our school is worried about child safety, please tell one of our teaching staff or school leadership about your concerns. The teacher or school leader will then document the concern by following the internal protocols for our school.

Our motto is, "if you see something, say something."

Documentation of Disclosed or Reported Cases of Abuse

QSI and school policies regarding confidentiality and management of school records apply to all aspects of the documentation of incidents of abuse. The school will be guided by local law, international norms, the advice of the QSI and school legal teams, and local or embassy child protection personnel.

Confidentiality in Communication in Case of Abuse or Emergency

In the case that an allegation of abuse is made, everyone involved with the school will have questions, and the media may approach the school for a statement. When communicating with the community, or if contacted by the media, the integrity of the victim is paramount. It is also critical to maintain the confidentiality of the victim's family, the alleged perpetrator and his/her family, and the reputation of the school.

Chapter 5
School-Specific Documents

Child Safeguarding and Protection Statement

Quality Schools International is united in doing all we can to protect children. We believe:

- Every child has the right to be safe.
- When a child is not safe, it's our duty to do something to help.

If you have any concerns about a child, please talk to any of our staff members so we can help.

Local Laws Related to Child Safeguarding and Protection

https://www.legis.md/cautare/getResults?doc_id=110518&lang=ro

Local Authorities and Services Working on Child Safeguarding and Protection

Law Enforcement, Legal Services, Child Protection Services, etc.

https://dgpdc.md/
RAPORTEAZĂ UN ABUZ - Centrul Național de Prevenire a Abuzului față de Copii

Office of the People's Advocate
www.ombudsman.md

Local Counseling and Treatment Resources

Communitarian Mental Health Center,
Chisinau Buiucani
https://sanatate-mintala.md
YOUTH KLINIC
yk.md/en

Chapter 6
Document Examples and Templates

Code of Conduct

This Code of Conduct must be read and signed by all employees of the school, parents, and anyone who will have contact with students as part of a school program, activity, field trip, or other event. The person's signature indicates understanding and agreement with the Code of Conduct.

QSI International School of Chisinau
Code of Conduct

QSI International School of Chisinau is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, and volunteers, including parent volunteers. The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of the school can inspire and motivate those with whom they interact or can cause great harm if inappropriate. We must always be aware of the duties that accompany our work. Additionally, members of the school community, including parents, must be aware of the parameters of the Code of Conduct and the expectation of adult behavior toward children within the school community.

**For the purposes of this Code of Conduct, the phrase "faculty, staff, and volunteers" includes coaches, contractors, and all other adults who work with, or around, children within the school community.

- We should be aware of our own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must not engage in any covert sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and youth at all school activities, both on and off campus. We ask families to provide safe environments for children at private events as well.
- We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be

perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. School personnel and volunteers are prohibited from physical discipline of a child.

- Physical contact with children can be misconstrued both by the recipient and by those who observe it and should occur only when completely nonsexual and otherwise appropriate, and never in private. The following are examples of appropriate and inappropriate physical behavior.
    - Appropriate physical behavior includes contact that maintains physical boundaries at all times and only consists of public and nonsexual touches, such as:
        - Pats on the back or shoulder
        - Child-initiated hugs, or hugs given with consent to meet a child's needs, e.g., saying to a crying student, "What do you need right now? Would you like a hug or is there another way I can help you?"
        - Holding hands to cross the street safely
        - Support with toileting or changing clothes, as outlined in the Intimate Care Policy
        - To prevent a child from injury (such as catching a child in a fall)
        - To restrain a child from self-harm
    - Inappropriate physical behavior is any contact that abuses, exploits, or harasses a child; crosses professional boundaries; or places the needs of the adult above the needs of the child. Inappropriate behavior includes:
        - Slapping, shaking, pinching, hitting, punching, pushing, grabbing, kicking
        - Patting the buttocks
        - Touching private body parts
        - Intimate/romantic/sexual contact
        - Showing pornography or involving children in pornographic activities
        - Hugs initiated by the adult to meet the adult's needs, e.g. "I need a hug today–will you give me a hug?"
- One-on-one meetings with a child or young person are best held in a public area; in a room where the interaction can be (or is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting. All meetings between adults and children must be observable and interruptible.
- We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected

abuse or neglect must be reported to the appropriate school and local authorities.

- Faculty, staff, employees, and volunteers must refrain from the illegal possession and/or illegal use of drugs and/or alcohol, and from the use of tobacco products, alcohol and/or drugs when working with children. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people. Staff members and volunteers should not accept gifts from, or give gifts to, children without the knowledge of their parents or guardians.
- Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between parents, administration, teachers, personnel, volunteers, and minors:
    - Any dual relationships with students (close family friendships with parents of students, volunteer positions outside of school that involve students, etc.) are governed by the professional expectations of behavior and adhere to all other points in this Code of Conduct.
    - Any one-on-one encounters with minors must be observable and interruptible.
    - Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.
    - Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.
    - Faculty, staff, and volunteers will not connect with, or "friend," any student on any social media platform until the child has graduated from secondary school and reached the age of maturity.
    - Volunteers will not engage in dating or any form of "romantic" relationship with a student until that student has graduated from secondary school and reached the age of maturity.
    - Faculty and staff employed by QSI will not engage in dating or any form of "romantic" relationship with a student until that student reaches the age of 21.
    - Faculty, staff, and volunteers will not share names or photos of any students on social media without written permission from the students and their parents/guardians.

Statement of Acknowledgement of Code of Conduct for Signature

I promise to follow the rules and guidelines in this Code of Conduct as a condition of my providing services to the children and youth participating in QSI International School of Chisinau programs.

I will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children and/or youth at school activities without another adult being notified or in a place that is observable and interruptible by others (e.g., an open classroom door or open meeting area).
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth.
- Always maintain appropriate physical boundaries and touch children only in ways that are appropriate, public, and non-sexual.
- Comply with the mandatory reporting regulations of the school by reporting any suspected child abuse or neglect to the Director.
- Cooperate fully in any investigation of abuse or neglect of children and/or youth.
- Protect the child and the child's family by maintaining confidentiality in the case of a report of misconduct and refusing to share any details about the report with anyone outside of the school's Child Protection Team and relevant authorities.

I will not:

- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping, humiliating, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Give a child who is not my own a ride alone in a car without permission from the child's parent/guardian unless the child's well-being is in danger. In the case of transporting the child in an emergency, I will always make a written report of the circumstances and actions taken as soon as possible to submit to the director.
- Accept gifts from or give gifts to children or youth without the knowledge of their parents or guardians.

- Engage in private communications with children via text messaging, email, Facebook, Twitter, or similar forms of electronic or social media except for activities strictly involving school business.
- Connect with or "friend" students on social media.
- Engage in a dating or "romantic" relationship with a student.
- Share photos or names of students on social media without written permission.
- Discuss the details of any allegations with anyone outside of the Child Protection Team.

I understand that as a person working with and/or providing services to children and youth under the auspices of QSI International School of Chisinau, I am subject to a criminal record background check. My signature on my contract confirms that I have read this Code of Conduct and that as a person working with children and youth, I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from the school. If a report is made against me, and the allegations are confirmed, the school may share, as per the local laws, the findings with anyone who inquires for a reference about me.

**It is impossible to predict every situation that may arise. In all cases, the staff member is expected to exercise sound judgment to protect the safety and well-being of the child.

Parents:
I understand the rules regarding mandatory reporting that are in place at school. I agree to maintain an environment in my home and at private events that is free from abuse and neglect, for my own children and any other children with whom I may interact.

Name: _____

Signature: _____

Date: _____

Introductory Letter to School Community

Dear Parents,

QSI International School of Chisinau strives to provide your children with positive educational experiences characterized by caring, supportive relationships and free from neglect or abuse. We are committed to working with you to ensure that the school maintains this type of environment.

Quality Schools International (QSI) has developed a Child Safeguarding and Protection Handbook, which has been adapted to and adopted by this school. By enrolling your child(ren) at QSI International School of Chisinau, you agree to work in partnership with the school, and you understand and agree to the child protection Code of Conduct. Protocols outlined in the handbook are aligned with the QSI Mission Statement, Exit Outcomes, and Success Orientations, as well as these two articles from the United Nations Convention on the Rights of the Child:

Article 19: **Protection from abuse and neglect**
. . . . Shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse . . .

Article 34: **Sexual exploitation**
. . . . Shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

To help our students to learn and grow in a safe environment, the following educational components are included in the school's Child Safeguarding and Protection plan:

- Age-appropriate lesson plans to foster understanding personal safety, needs, and rights in each classroom.
- Parent information sessions and resources regarding the school's Child Safeguarding and Protection programs and policies.
- Faculty and staff for professional development workshops and training on recognizing and reporting child abuse and neglect.

Thank you for your support in maintaining a school and community in which students, staff, and parents feel safe and happy. If you have any questions about the Child Safeguarding and Protection plan or any other school policies, please contact us.

Sincerely,

Dr. Yaisa Banek
Director

CEESA Statement and Commitments for School Websites

If your school is a member of the Central and Eastern European Schools Association, you must ensure that the following is true and publish it on your school's website. If your school is not a CEESA member, you may adapt the statement and commitments, remove references to CEESA, and use the statement and commitments on your website.

CEESA Safeguarding and Child Protection Statement

- Safeguarding and Child Protection is a priority for every CEESA School.
- CEESA commits to supporting school environments that safeguard children through both prevention and intervention.
- CEESA works in cooperation with international agencies to ensure standards associated with best practices are regularly reviewed, revised, and applied in all operations, activities, and events.
- CEESA leaders honor and uphold child protection guidelines and procedures, in partnership with all stakeholders in their respective school communities.

All CEESA schools will:

- Actively uphold the CEESA Safeguarding and Child Protection Statement.
- Implement school-based Safeguarding and Child Protection Policies and Procedures that include regular onsite training.
- Employ safe recruitment practices consistent with Safeguarding and Child Protection Policies.
- Educate students and adults on Safeguarding and Child Protection.

Chapter 7
New Policy Addendums

Addendum 1
QSI Child Safeguarding and Protection for Online Learning

Contents

Addendum 1 33
Attendance Monitoring 33
Reporting a Concern 33
Recruitment and Training 33
Online Safety 33
Child Protection Curriculum 34
Peer-on-Peer Abuse 35
Introduction 35
Purpose and Aim 35
Theoretical Framework 36
Introduction to Abuse and Harmful Behavior 36
Types of abuse 36
Physical Abuse 36
Sexually Harmful Behavior or Sexual Abuse 37
Bullying 38
Prejudice-Related Bullying 38
Cyberbullying 38
Sexting 38
Initiation/Hazing 39
Relationship Abuse 39
Expected Action 39
After Care 39
Preventative Strategies for Schools and Settings 40

Attendance Monitoring

Student attendance should be taken, as usual, and logged in to QMS or the local attendance system. If students miss more than one online class, the school should contact their parents or caregivers to check on the wellbeing of the child and encourage the child to attend classes.

Reporting a Concern

When school staff members have any concerns about children's safety, whether at home or online, they should continue to follow the reporting process outlined in the school Child Safeguarding and Protection Handbook. Reports should be made by phone or virtual call whenever possible. Staff members should report all concerns immediately.

Recruitment and Training

When recruiting new staff, QSI and QSI International School of Chisinau will continue to follow safe recruitment practices. Any staff members who join the school while online instruction is in place will read and sign the Code of Conduct and receive training on the Child Safeguarding and Protection Handbook.

Online Safety

It is important that all staff who interact with children online continue to look out for signs that a child might be in a harmful or dangerous situation and report any concerns immediately to the Director or child protection team. When appropriate, referrals should still be made to children's social care and the police.

Online teaching should follow the same principles as set out in the Code of Conduct. The school should also ensure that the use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- All online lessons should be **observable and interruptible**, just like classroom lessons. Make sure that your Director and/or DI, and classroom parents, have a link to all Zoom or other video calls. Administrators and parents should be able to see all online assignments.
- It is the teacher's responsibility to share links, course codes, and other access information for any online platforms they are using with school administrators and parents, in addition to students.
- Whenever possible, use passwords to protect video calls so that only those you invite to the call may participate.

- Directors and DIs must observe lessons and video calls. Just like in classrooms, administrators do not need to stay for the whole lesson but should quickly visit calls or lessons frequently to see how things are going.
- One-on-one lessons are discouraged. It is preferable to have two adults present, or more than one student. If a one-on-one lesson is necessary, it **must also be observable and interruptible**. Make sure your administrators know you are having a one-on-one call and have the link so they can drop in.
- Participate in video calls from an appropriate place in your house—not your bedroom. Encourage students to participate in video calls from a shared space, like the kitchen or living room, or to open their bedroom door if the bedroom is their workspace.
- QSI discourages video recording online lessons in which students are present. If it is possible to record only the teacher for other students to watch later, that is fine. And of course, instructional videos that involve only teachers are fine. The reasoning for not recording students is:
    - From GDPR and similar data protection standpoints, recording and storing videos of students is forbidden.
    - Classrooms on school campuses are regularly observed, but not regularly recorded. We are trying to make students as comfortable online as possible, and respect physical classroom relationships by not enacting measures online that might have a negative effect on those relationships.

Child Protection Curriculum

The Empower Curriculum is to be conducted with face-to-face instruction. It will not be taught online.

Peer-on-Peer Abuse

If the school receives a report of peer-on-peer abuse, the school will follow the peer-on-peer abuse policy and work with the children involved and their parents or caregivers to ensure the safety and security of the children.

Addendum 2
Peer-on-Peer Abuse Policy

Introduction
At Quality Schools International (QSI), we continue to ensure that any form of abuse or harmful behavior is dealt with immediately and consistently to reduce the extent of harm to the child, with full consideration of the impact on that individual child's emotional and mental health and well-being.

Purpose and Aim
Students report that they want a school environment where they are encouraged to report hurtful incidents that they experience or observe because they feel that more reports, especially of behavior by the same student, will result in ending hurtful behavior.

Children and young people may be harmful to one another in multiple ways which might be classified as peer-on-peer abuse. The purpose of this policy is to explore the many forms of peer-on-peer abuse and include a planned and supportive response to the issues so that student concerns are addressed effectively.

At Quality Schools International, we have the following policies in place that should be read in conjunction with this policy:

- Child Protection Handbook
- Staff Code of Conduct
- Technology Acceptable Use Policy

Theoretical Framework
The United Nations Convention on the Rights of the Child states that, among other tenets, children have the right to be free from abuse or exploitation. It is the intent of QSI to respect and uphold the dignity of each child as they interact with peers and adults. This is clearly echoed by the Empower: Skills for Safety, Success, and Global Citizenship Curriculum Program. This program clarifies that procedures are in place in schools and other settings to ensure we hear the voice of the child. The curriculum is an integral part of the advisory time of all QSI schools as students learn of their rights as individuals, gain knowledge and skills on self-care, and advocate for others. The six concept strands of the child protection component are:

- Body Privacy;
- Personal and Social Safety;
- Abuse;
- Trusted Network;
- Self-Advocacy;

- Personal Rights.

As an organization, QSI is dedicated to the following beliefs about our responsibilities as adults in schools:

- All children have equal rights to be protected from harm and abuse;
- Everybody has a responsibility to support the protection of children;
- All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school;
- All actions on child protection are taken with the best interests of the child as the paramount consideration.

Introduction to Abuse and Harmful Behavior

There is no excuse or justification for peer-on-peer abuse. It is the role of the school to address abusive behavior whether it happens in the school or in other settings as it can affect school relationships, academic performance, and behavior.

Types of abuse

There are many forms of abuse that may occur between peers, and this list is not exhaustive. Each form of abuse or bullying behavior is described in detail followed by advice and support on actions to be taken.

Physical Abuse

Physical abuse may include hitting, kicking, pinching, shaking, biting, hair pulling, or otherwise causing physical harm to another person. Since there are several reasons that a child might harm another, it is important to understand the reasons a child engaged in such behavior before deciding on a course of action.

Emotional/Verbal Abuse

Emotional and verbal abuse may include threats, blackmail, manipulation, name calling, gaslighting (manipulating psychological means to the point that a person doubts their own perception or memories), or causing fear, isolation, or humiliation.

Sexually Harmful Behavior or Sexual Abuse

Sexually harmful behavior includes inappropriate sexual language, inappropriate role play, sexual touching of another child, forcing a child to witness sexual acts, forcing a child to view pornographic images or media, and sexual assault. When assessing sexually harmful behavior by children, it may be helpful to consider the behavior along Hackett's Sexual Behaviors Continuum

Model below (https://www.icmec.org/wp-content/uploads/2019/07/Hackett-Continuum-of-Harmful-Behavior-Excerpted.pdf).

Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected Socially acceptable Consensual, mutual, reciprocal Shared decision making	Single instances of inappropriate sexual behavior Socially acceptable behavior within peer group (that is not appropriate in the wider community) Context for behavior may be inappropriate Generally consensual and reciprocal	Problematic and concerning behavior Developmentally unusual and socially unexpected No overt elements of victimization Consent issues may be unclear May lack reciprocity or equal power May include levels of compulsivity	Victimizing intent or outcome Includes misuse of power Coercion and force to ensure compliance Intrusive Informed consent lacking or not able to be freely given May include elements of expressive violence	Physically violent sexual abuse Highly intrusive Instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behavior Sadism

Bullying

Bullying includes making threats; spreading rumors; attacking someone physically or verbally; attacking someone for a particular reason like size, hair color, gender, sexual orientation; and deliberately excluding someone from a group. Bullying is an unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated over time.

There are three types of bullying. Verbal and social bullying may be carried out in person, on paper, or through cyber-bullying (via phone, text, video, online, or other electronic means). More detailed information on each of these types can be

found in Chapter 1. Pertinent to this chapter, two types of bullying are further defined: Prejudice-Related bullying and Cyberbullying.

Prejudice-Related Bullying
The term prejudice-related bullying refers to a range of physically and emotionally hurtful behaviors which cause someone to feel powerless, worthless, excluded, or marginalized, and which relate to prejudices around belonging, identity, and equality in wider society. Prejudice-related bullying includes hurtful behavior towards others based on disabilities; special educational needs; ethnic, cultural, and religious backgrounds; gender; home life (including issues of care, parental occupation, income level, and social class); and sexual identity.

Cyberbullying
Cyberbullying is the use of devices, messaging services, email, apps, or any social media to harass, threaten, or intimidate someone.

Important Note: Cyber bullying may be deemed criminal. If the behavior involves taking or distributing sexual images of young people under the age of 18, then this is also a criminal offence under most national and international laws. The school may have no choice but to involve the police to investigate these situations.

Sexting
Sexting is when someone sends or receives a sexually explicit text, image, or video. This includes sending nude pictures. There are no characteristics of a relationship that make sexting more or less likely; pressure to send nude photos can happen in any relationship at any time.

Important Note: Having or distributing sexual images of a person under 18 may be deemed criminal. The school may have no choice but to involve the police to investigate these situations.

Initiation/Hazing
Hazing is a form of initiation ceremony which is used to induct newcomers into an organization such as a private school, sports team, or other exclusive group. There are many forms of hazing, from mild rituals to severe and sometimes violent ceremonies. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Relationship Abuse
Relationship abuse among students is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by a child against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats, or acts of physical or sexual abuse. The student doing harm uses this pattern of violent and coercive behavior to gain power and maintain control over his or her partner.

Expected Action
Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved harming others.

Once a disclosure has been made, the Director should work with members of the Child Protection Team. Internal protocols and the expertise of the team will be followed, documented, and stored.

After Care
It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret, or unhappiness may occur at a much later stage than the incident. It is important to ensure that young people do not engage in any further harmful behavior either towards someone else or to themselves as a way of coping (e.g., self-harm). Regular reviews with young people following the incident(s) are imperative.

Preventative Strategies for Schools and Settings
For all schools and settings, it is important to develop appropriate strategies to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way.

Firstly, and most importantly, schools must recognize that peer-on-peer abuse will occur at any school, even with the most stringent policies and support in place. Thus, risk management is a priority. Strategies include:

- Teaching the child protection curriculum so students know how to get help if they are in an unsafe or unhealthy situation;
- Mapping your school at a staff meeting to identify areas that are not adequately supervised, and taking steps to ensure adequate supervision;
- Sharing information with all staff about receiving disclosures and supporting students when students need help from a trusted adult;

- Discussing how to create safe spaces with all staff;
- Training staff to take all student concerns seriously and listen to students without dismissing;
- Providing a display of resources that students might choose to access on their own;
- Bringing in experts on abuse, mental health, and other social-emotional topics to share information with students;
- Providing students with a way to contribute to policies and procedures that affect them;
- Ensuring that student voice is valued by asking students to develop Rules of Acceptable Behavior to be adopted by the school.

Addendum 3
Guidelines for Excursions, School Events, and Student Travel

The following guidelines are adapted from the *Central and Eastern European Schools Association (CEESA) Athletics Activities Handbook September 2016 (revised 2019).*

Clear communication by all participants, including students, staff, parents, and volunteers, is important to ensure that child protection and risk management protocols are in place at all school events. Please ensure these guidelines are kept intact when distributed to participants.

Host schools should ensure that host families understand their role and what is expected of them and the visiting students, especially concerning curfews and a controlled environment.

The following will apply to all school-sponsored events:

- The school will develop student-teacher ratio practices to ensure safety for all students based on student ages and the activities/trip.
- Mixed-gender student groups must be accompanied by mixed-gender chaperone groups.
- Chaperones will not use alcohol, tobacco, or controlled substances of any kind during the duration of the school trip.
- Students are prohibited from using alcohol, tobacco, or drugs at any school-sponsored event.
- Students of all ages may visit restaurants, shopping centers, or other places of interest with an adult from their own school or the host school. It is strongly recommended that on the day students arrive at the host site, host families and visiting students do not go out so that student participants can rest and prepare for the event.

- Students are not allowed to be unsupervised. They should be under the direct supervision of their respective coaches, chaperones, or host parents throughout the trip.
    - Exception: In a confined space (such as a shopping mall) or in an outdoor space with defined barriers (such as a small city walking street), students 12-years-old and older may explore in small, chaperone-approved, student-only groups and meet back at a specified time and place. Students must arrive at and depart from the defined space with a chaperone, and the chaperone must always be present within the space (i.e., they are not just dropping students off).
- During social time, student activities should be observable and interruptible. This means that hotel doors should be open when students are playing games or hanging out inside hotel rooms, or games should be played in social spaces like common rooms or lobbies.
- On overnight trips, a curfew is set by the leading chaperone. It is recommended that curfew is set before 22:00 hours if possible. Any changes to curfew should be communicated to parents and administration as early as possible.
- On overnight trips, the school requires the chaperone to do a room check or call the respective students' host families at curfew time each night of an event and speak with the parents and students. Students are not to exit their room following the room check. If parents do not receive a call by 22:30, they are instructed to call the event organizer and inform him/her.
- Students in violation of the student code of behavior will have their parents contacted immediately. The teacher will work in conjunction with the school administrator to determine the next steps. The safety of all students is paramount. The student may be required to return home at the earliest possible time at the parent's expense; if a chaperone cannot be arranged by the school, the parent may be required to pick up the child.
- Chaperones never share the same sleeping space as a student unless the student is the chaperone's family member.

Avoiding Behaviors that Lead to Allegations
Chaperones should avoid any behaviors that could lead to allegations of misconduct by adhering to the Child Protection Code of Conduct.

The following are not rules but best practices that can aid in the protection of our students participating in events:

- Students should be seated in groups when traveling by train, bus, or plane.
- Students should be supervised on transportation (buses, mini vans, taxis, etc.) while visiting a host city.
- When host schools receive dietary/medical information from visiting schools, they should involve their doctor with any noted students.

- A pre-travel chaperone meeting should be scheduled as it is an important way to share information and guidelines.
- A pre-travel parent and student meeting should be scheduled as it is an effective way to share the guidelines, expectations, and collect travel documents.
- Schools should consider making it mandatory for coaches to have first aid training and concussion protocol training. (Free online concussion protocol training: https://nfhslearn.com/courses/61151/concussion-in-sports.)
- Chaperones, coaches, and the host school should have each other's phone numbers programmed on their phones in case of emergency.
- Upon arrival at a school, chaperones should be shown the school's emergency protocols.
- Host schools should consider using their school security guards, or hiring outside guards, when tournaments are located off campus. Sites do not need to be locked down (as some campuses are), but there should be a security presence circulating the event location, looking for possible non-community members.
- A Doctor should be present on site for tournaments hosted by the school.

Regulations for Host Parents

The following rules are intended for the use of all parents who host students as part of a school-sponsored event. In addition to these regulations, host parents should also adhere to the expectations set forth for chaperones.

For the duration of the event, you stand in place of the visiting student's parents. Please familiarize yourself with the school rules below and speak with the school if you are unclear on any of your responsibilities as a host parent.

- Please see the regulations for student behavior (below). The student(s) you are hosting has/have already agreed to observe these regulations.
- Please report immediately any violation of these regulations by the student(s) you host to the responsible official designated by your school (Event Director, Athletic Director, Activity Coordinator, etc.).
- Neither host families nor students may make changes to the regulations for students with respect to housing arrangements, the use of tobacco, alcohol, or drugs, or any other rules set forth by the host school.
- Students must be supervised by a coach, chaperone, or host parent at all times.
    - Exception: In a confined space (such as a shopping mall) or in an outdoor space with defined barriers (such as a small city walking street), students 12-years-old and older may explore in small, chaperone-approved, student-only groups and meet back at a specified time and place. Students must arrive at and depart from the defined

space with a chaperone, and the chaperone must always be present within the space (i.e. they are not just dropping students off).
- Please contact the student(s) you are hosting at the time designated by the host school.
- Suitable transportation must be arranged as needed for the student(s).
- Please provide the student(s) with a suitable meal at whatever time may be necessary because of the scheduling of the event.
- Schools and families may set earlier curfew times. Families MAY NOT extend curfew times.
- The school requires coaches/chaperones to call their respective students' host family at curfew times each night of an event. They are required to speak with both a host parent and the student. If the coach/chaperone has not contacted the host parent by 22:30, the host parent should call the event organizer and inform him/her.

Regulations for Students

These regulations shall be followed by students participating in all events (whether athletic, academic, cultural, etc.) organized and sponsored by the school. Any student who participates in a school event agrees, by signing below, to obey all regulations.

- Students shall follow all instructions given to them by their chaperones, coaches, or host parents. This applies to all activities, irrespective of location, undertaken during the period of the school-sponsored event.
- Students should be responsible for maintaining their sleeping space and other facilities in orderly and organized conditions. This applies to making beds, organizing clothes and toiletries, and putting away trash. No cleaning services will be available during the stay.
- Any use of tobacco, alcohol, or drugs is not permitted. Students involved with school activities may not go to bars or nightclubs.
- Housing and roommate assignments made by the chaperones or responsible officials of the home or host school may not be changed unless approved by the event organizer.
- Student curfew for all school-sponsored events is 22:00, unless the chaperone allows an exception. Students must be in their rooms by then, not leave after curfew.
- Schools and families may set earlier curfew times. Families MAY NOT extend curfew times.
- Students are not allowed out of a chaperone's supervision. Students, including secondary students, should never be unsupervised by an adult.
    - Exception: In a confined space (such as a shopping mall) or in an outdoor space with defined barriers (such as a small city walking street), 12-year-old and older students may explore in small, chaperone-approved, student-only groups and meet back at a specified

time and place. Students must arrive at and depart from the defined space with a chaperone, and the chaperone must always be present within the space (i.e. they are not just dropping students off).

- Neither host families nor students may negotiate changes to the regulations for students with respect to housing arrangements, the use of tobacco, alcohol or drugs, or any other rules or provisions set forth by the host school.
- During social time, student activities should be observable and interruptible. This means that hotel doors should be open when students are playing games or hanging out inside hotel rooms, or games should be played in social spaces like common rooms or lobbies.
- These regulations apply to all students throughout the event's duration, including the journey to and from the site of the event.
- Students must display appropriate, respectful behavior at all times to their peers, event officials, event sponsors, chaperones, coaches, and all members of the school and host community. The use of Success Orientations is the best way to gauge responsible behavior.

Violation of these regulations will be reported to the student's chaperone or coach, and to the responsible school official.

Name of Student _____

Signature of Student _____ Date_____

Signature of Parent/Guardian _____

Addendum 4
Intimate Care Guidelines

Introduction
Quality Schools International (QSI) is committed to ensuring that all staff responsible for the intimate care of children undertake their duties in a professional manner. Staff responsible for the intimate care of children will always undertake their duties in a professional manner. QSI Schools recognize that there is a need to treat all children with respect when intimate care is given. No child should be attended in a way that causes distress, embarrassment, or pain.

Definition
Intimate care is any care given when meeting the toileting and hygiene needs of a child. The scope of this care can range from minimal to full depending on age, special needs, disability, or illness. Examples include care associated with toileting,

continence, medical procedures, or menstrual management as well as assistance and supervisory tasks such as overseeing washing, toileting, or changing clothes. Most people usually carry out intimate care tasks themselves, but some children are unable to do so because of their age, physical disabilities, or other special needs.

Approach to Best Practice
The management of all children with intimate care needs will be carefully planned. The child who needs intimate care will always be treated with respect. The child's welfare and dignity are the top priorities of QSI staff and will be maintained through a prominent level of privacy, choice, and control.

Parents, staff, and children should all understand that when the child has an accident, it is not a problem, and the child should not be made to feel that way.

Parents should be informed and agree to the following guidelines. To help your child gain toilet independence:

- Children in the 2-year-old class are expected to come to school in underwear only and provide as many changes of clothing as needed; diaper pants (aka "pull-ups") can be worn during the nap time. Children who wear diaper pants are expected to learn to change back into their underwear with little or no help.
    - It is the goal that children in the 2-year-old class become independent in the toilet (with only occasional accidents) during the school year.
- Children in the 3-year-old class are expected to come to school in underwear only, including during the nap time, and provide changes of clothing as needed.
    - It is the goal that 3-year-old children show toilet independence (few to no accidents) within the first month of attendance.
- Children in the 4-year-old class are expected to come to school in underwear only, including during the nap time, and provide changes of clothing as needed.
- Teachers and paraprofessionals will help children to clean themselves and change their clothes if a toilet accident occurs.
- Teachers and paraprofessionals will regularly take children to the toilet to encourage a toilet routine. In addition, children can go to the toilet as needed.
- Parents agree to support toilet training at home, including during school holidays.
- Teachers will give parents regular feedback on their child's toilet training progress on the progress report and in the message book (for children who are not yet independent).
- If a child is having trouble with toilet training, the teacher and parent will agree on a support plan to follow, including a timeline.

- In the event that a child is not showing improvement in gaining toilet independence after a support plan is followed, a child may be asked to leave school for a period of time until progress is made at home, unless there is a documented medical issue that parents are working to address. If there is a medical issue, the school will work with the parents to develop an appropriate care plan.

Intimate Care Parent Letter

To Parents and Caregivers of children in the 2YO/3YO or 4YO:

Please find below an overview of our Intimate Care procedures for your information. We would be grateful if you would complete the permission slip and return it to your child's class teacher. In the event of consent not being given, we will contact you to discuss the next steps with the school.

Yours sincerely,

Alex Hinckley, School Counselor
Dr. Yaisa Banek, Director

Intimate Care Procedures

It is often necessary to change clothing in early years program, either through toileting accidents or spillage.

Clothing is removed with the children's approval and encouraged to help. This is carried out in accordance with Child Safeguarding and Protection procedures.

Personal hygiene and respect for children is paramount. If a child is distressed or protests, the intimate care will cease, and parents/caregivers will be contacted.

Intimate Care Permission Slip

I have read the enclosed Intimate Care procedures, and I give consent for my child

_____ to be changed by a member of staff.

Signed: _____ [Parent(s)/Caregiver(s)] **Date:** _____

Addendum 5
Electronic Device Confiscation Guidelines

Definition: Child sexual abuse material (CSAM) is sometimes called child pornography, but that name is inaccurate as children cannot consent to participating in sexual activities. For the purposes of this policy, CSAM refers to any representation of a child engaged in sexual activity or representation of body parts of a child for primarily sexual purposes. Child sexual abuse material also includes self-generated sexual images of children.

Guidelines: The school takes concerns related to online safety, inappropriate digital content, and potential child exploitation very seriously. Families are encouraged not to access, view, copy, or investigate digital content themselves when a concern arises.

Any concerns should be reported immediately to school leadership, who will follow confidential safeguarding procedures and work with appropriate authorities in accordance with the law.

Addendum 6
Guidelines for QSI Students Living Separately from Parents

All students enrolled in a QSI school are expected to live with a parent or legal guardian during the academic year. There are times when parents, or legal guardians, of a student may travel outside of the city or country where the school is located while leaving the student in the city to attend school. Because of the importance of school to home contact, it is expected that these situations are temporary, and there should not be situations in which a student is left in a country long term (longer than a few weeks) without a parent's or legal guardian's supervision.

According to the enrollment guidelines, when enrolling a child in the school, the parent or legal guardian and the child must have legal status in the country or be in the process of obtaining legal status.

In addition, to protect a child's safety and best interests, before a parent or guardian is travelling while leaving a child in school:

- The parents or guardians must share a plan for medical care for the child, in case of emergency, with the school.
- The parents must provide contact information for a legal guardian, or an adult appointed by the parents in writing, who has decision-making power over the child. If there is a behavioral, medical, or other issue that arises and parents cannot be contacted immediately, there must be an adult who can work with the school to take care of the issue.
    - In the case that the parents do not inform the school before they leave, and the school finds out a child is living on their own or with caretakers other than their parents, the school should contact the parents as quickly as possible to ask them to share contact information for the adult responsible for the child.