

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

**Chisinau International Preschool – CHIPS** *is fully committed to safeguarding the welfare of all children in its care. It recognizes the responsibility to promote safe practice and to protect children from harm, abuse and exploitation. For the purposes of this policy and associated procedures a child is recognized as someone under the age of 18 years. **This document outlines** CHIPS commitment to protecting children.*



This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### POLICY STATEMENT

This policy is based on the following principles:

- The welfare of children is the primary concern;
- All children, whatever their age, culture, disability, gender, language, racial origin, socio-economic status, religious belief and/or sexual identity have the right to protection from all forms of harm and abuse;
- Child protection is everyone's responsibility;
- Children have the right to express views on all matters which affect them, should they wish to do so;
- Organizations shall work in partnership together with children and parents/careers to promote the welfare, health and development of children.

**CHIPS** will:

- ⇒ Promote the health and welfare of children by providing opportunities for them to take part in learning safely;
- ⇒ Respect and promote the rights, wishes and feelings of children;
- ⇒ Promote and implement appropriate procedures to safeguard the well-being of children and protect them from abuse;
- ⇒ Recruit, train, support and supervise its staff, members and volunteers to adopt best practice to safeguard and protect children from abuse and to reduce risk to themselves;
- ⇒ Require staff, members and volunteers to adopt and abide by this Child Protection Policy and these procedures;
- ⇒ Respond to any allegations of misconduct or abuse of children in line with this Policy and these procedures as well as implementing, where appropriate, the relevant disciplinary and appeals procedures;
- ⇒ Observe guidelines issued by local Child Protection Structures for the protection of children;
- ⇒ Regularly monitor and evaluate the implementation of this Policy and these procedures.

*Review this Policy and these Procedures* will be regularly reviewed:

- In accordance with changes in legislation and guidance on the protection of children or following any changes within CHIPS;
- Following any issues or concerns raised about the protection of children within CHIPS;
- In all other circumstances, at least every three years.

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# **Chisinau International Preschool — CHIPS**

## **CHILD PROTECTION POLICY**

*revision date: 01.05.2026*

**Chisinau International Preschool (CHIPS) Child Safeguarding and Protection Policy** following principles of the United Nations Convention on the Rights of the Child (UNCRC):

- All children have equal rights to be protected from harm and abuse;
- Everyone has a responsibility to support the protection of children;
- All schools have a responsibility to build a community that values diversity, equity, and inclusion for each child;
- 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, which are paramount.

In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration. We are committed to prevent child abuse and protect children within our community. The policy sets out to outline the actions that will be taken to ensure that all students are protected from all forms of abuse. We believe that all children have the right to:

- Grow up in a safe secure and caring environment;
- Be protected from harm – including neglect, abuse and exploitation;
- Be listened to, and heard;
- Be valued in terms of their language, culture, religion, sex and race;
- Be treated as an individual;
- This is a collective responsibility of all adults in our community.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### CHAPTER 1

#### Background Information for Child Protection Procedures

---

#### Definition of Abuse and Neglect

Child Abuse constitutes “all forms of physical and emotional ill treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity.” A person may abuse a child by inflicting harm, or by failing to act to prevent harm.



- Children may be abused in a family or in an institutional or community setting;
- Children may be abused online or in person by individuals known to them, or more rarely, by a stranger.
- Children may experience multiple forms of abuse simultaneously. Most child abuse is inflicted by someone the child knows, respects or trusts. All adults should understand reasons children may not talk about abuse they might have experienced.
- An abuse may be an infliction of physical injury on a child by other than accidental means, causing death, disfigurement, skin bruising, impairment of physical or emotional health or loss or impairment of any bodily function;
- An abuse may create a substantial risk of physical harm to a child’s bodily functioning;

Committing or allowing to be committed any sexual offence against a child as defined in the criminal code, or intentionally touching, either directly or through clothing, the genitals, anus or breasts of a child for other than hygiene or child care purposes; Committing acts that are cruel or inhumane regardless of observable injury. Such acts may include, but are not limited to, instances of extreme discipline demonstrating a disregard of a child’s pain and/or mental suffering, assaulting or criminally mistreating a child as defined by the criminal code;

#### Physical Abuse:

“Physical abuse is any non-accidental injury to a child under the age of 18 by a parent or caregiver.” Ref: Lois J. Engelbrecht (2002). These injuries may include beatings, shaking, burns, human bites, strangulation, or immersion in scalding water, with resulting bruises and welts, broken bones, scars, burns, retinal hemorrhage, or internal injuries.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

*Signs of emotional abuse that may or may not be present:*

- Physical, mental and emotional;
- Development is delayed;
- Highly anxious;
- Showing delayed speech or sudden speech disorder;
- Fear of new situations;
- Low self-esteem;
- Inappropriate emotional responses to painful situations;
- Extremes of passivity or aggression;
- Drug or alcohol abuse;
- Chronic running away;
- Compulsive stealing;
- Obsessions or phobias;
- Sudden under-achievement or lack of concentration;
- Attention seeking behavior;
- Persistent tiredness;
- Lying.

**Emotional Abuse** is the persistent emotional ill treatment of a child so as to cause severe and adverse effects on a child's emotional development. It may involve conveying to children that they are worthless or unloved; that they are inadequate or valued only if they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; the exploitation or corruption of child's innocence.

Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may also occur alone. *Signs of emotional abuse that may or may not be present:*

- Physical, mental and emotional development is delayed;
- Highly anxious;
- Showing delayed speech or sudden speech disorder;
- Fear of new situations;
- Low self-esteem;
- Inappropriate emotional responses to painful situations;
- Extremes of passivity or aggression;
- Drug or alcohol abuse;

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

- Chronic running away;
- Compulsive stealing;
- Obsessions or phobias;
- Sudden under-achievement or lack of concentration;
- Attention seeking behavior;
- Persistent tiredness;
- Lying;

**Sexual Abuse** involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts such as kissing, rubbing and touching inside or outside of clothing. They may include non-contact activities, such as voyeurism, involving children in the production or viewing of pornographic material, encouraging children to behave in sexually inappropriate ways, or performing sexual acts in their presence. In some countries this includes the grooming of children in preparation for abuse, including on the Internet.

*Signs of sexual abuse that may or may not be present:*

- Pain or irritation to the genital area;
- Discharge from genitals;
- Difficulty with urination;
- Infection, bleeding;
- Sexually Transmitted Diseases;
- Fear of people or places;
- Regressive behavior, bed wetting or stranger anxiety;
- Excessive masturbation/Sexually provocative;
- Stomach pains or discomfort walking or sitting;
- Being unusually quiet and withdrawn or unusually aggressive;
- Sleep disruptions, nightmares;
- Attention deficits;
- Suffering from what seem physical ailments that can't be explained medically;
- Showing fear or distrust of a particular adult;
- Mentioning receiving special attention from an adult or a new "secret" friendship with an adult or young person;
- Refusal to continue with school or usual social activities;
- Age-inappropriate sexualized behavior or language;

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

**Neglect** is the persistent failure to meet a child's basic physical, medical, social, or physiological needs, likely to result in serious impairment of the child's health or development. *Some indicators of neglect that may or may not be present:*

- Medical or dental needs unattended;
- Lack of supervision;
- Consistent hunger;
- Inappropriate dress;
- Poor hygiene;
- Inadequate nutrition;
- Fatigue or listlessness;
- Self-destructive;
- Extreme loneliness;
- Extreme need for affection;
- Failure to grow;
- Poor personal hygiene;
- Frequent lateness or non-attendance at school;
- Low self-esteem;
- Poor social relationships;
- Compulsive stealing;
- Drug or alcohol abuse;
- Reluctance to return home

**Sexual Exploitation** refers to the transactional nature of some forms of abuse. It is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home and education at some point.

*Signs of sexual exploitation that may or may not be present:*

- Signs of sexual abuse;
- Unexplained gifts or new possessions;
- Associate with other young people involved in exploitation;

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

- Have older boyfriends or girlfriends;
- Suffer from sexually transmitted infections or become pregnant;
- Suffer from changes in emotional well-being; Fear of people or places;
- Abuse drugs and alcohol;
- Go missing for periods of time or regularly come home late;
- Regularly miss school or education or go missing from education.

**Online sexual abuse & Exploitation** is the sexual abuse of children using digital technology. This commonly includes grooming children with a sexual motive, creating, viewing and distributing child sexual abuse material (child pornography and self-produced sexual images or ‘sexts’) and coercing and blackmailing children for sexual purposes. This abuse may be perpetrated by individuals or gangs, young people or adults and may include in person contact or only online contact. As technology advances, new forms of this crime emerge. Children with unsupervised use, high usage, low digital knowledge, low self-esteem, poor digital literacy skills (sharing of passwords, insufficient privacy settings, etc.) may be especially vulnerable, but any child with digital access, boys or girls, may be victimized.

*Signs of online grooming, abuse or exploitation that may or may not be present:*

- Secretive behavior; Unexplained gifts or new possessions;
- Late night or excessive internet use;
- Anxiety; Withdrawal from family/friends/interests;
- Suicide ideation/self-harm;
- Poor educational achievement, attention deficits; Sleep disruption;
- Increase in followers or contacts;
- New devices and/or platforms; New usage patterns;
- Avoidance of online use or certain online platforms or apps.

The following outlines indicators of abuse and neglect and should be used by the educator as a guideline for reporting. It is not necessary to know the details of the possible abuse or be certain whether or not an indicator means abuse has taken place in order to report. The reporting law specifies reporting when you have “reasonable cause to believe that a child has suffered abuse or neglect that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse. The severity of an indicator or statements by the child as to the non-accidental nature of the injury may indicate possible abuse.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### CHAPTER 2

#### CHIPS 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:

- Head of Centre;
- Head of Academics as School Counselor;
- Nurse;
- 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 Policy;
- 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;
- Ensure that school-based hiring practices are aligned with those outlined in the "Recruiting and Hiring" section of this policy;
- Organize child safeguarding and protection training for all staff;
- Create a plan for documenting, storing, and sharing any disclosures of abuse;
- Create guidelines for field trips and events;
- Ensure the implementation of child safeguarding and protection curriculum in all homerooms;
- Respond to any reports of abuse;
- Create a plan for updating this handbook annually.

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

The **Child Protection Team** will meet at least two times annually. A general schedule of activities is below.

| Timeline         | Activity                                                                                                                                                                                                                                                         | Responsibility              |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>August</b>    | Inform staff, students, and parents about the school Child Safeguarding and Protection Policy.                                                                                                                                                                   | Head of Centre              |
|                  | Inform new families of school about Child Safeguarding and Protection Policy.<br>- share the Introductory Letter to School Community in this Policy;<br>- Make a plan for distributing the letter and communicating policies to new families throughout the year | Head of Centre              |
|                  | Meeting with Child Protection Team                                                                                                                                                                                                                               | Head of Centre              |
|                  | Revise the policy and update the Child Safeguarding and Protection Policy accordingly and develop the implementation for the current year.                                                                                                                       | Head of Centre              |
| <b>September</b> | Implement annual plan                                                                                                                                                                                                                                            | Child Protection Team (CPT) |
|                  | Train all staff on child safeguarding and protection                                                                                                                                                                                                             | Head of Centre              |
|                  | Organize parent training(s) on child safeguarding and protection                                                                                                                                                                                                 | Head of Centre              |
| <b>January</b>   | Inform new families of Child Safeguarding and Protection Policy                                                                                                                                                                                                  | Head of Centre              |
|                  | Meeting with Child Protection Team and review activities of first term, recommend areas for improvement.                                                                                                                                                         | Head of Centre              |

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### Recruiting of Staff

*Aligned with the recommendations of the International Task Force on Child Protection, we hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.*

CHIPS recruits' staff from all over the world and therefore has limited access to up-to-date Criminal Records Checks (CRB). No system will guarantee that unsuitable staff will not be recruited to our school, nor will any system of checks prevent the first offender. However, there are procedures which will ensure that all precautions have been taken to ensure that all staff can safely work with children:

*What does it mean for an individual to be suitable to work with children?*

- Does not pose a risk of harm to children;
- Has positive and healthy attitudes towards children and acts in the best interests of the child;
- Contributes to the provision of a safe and non-judgmental environment;
- Is able to build healthy, appropriate and trusting relationships with children;
- Has safeguarding values that are aligned to those of your organization;
- Is able to identify a child that may be at risk of harm or an adult that may pose a risk of harm to a child;
- Knows what to do if they have a safeguarding concern.

**Employment Records.** The following records will be maintained for each employee:

- **A letter of employment** whether electronic or hard-copy format.
- Government-issued background check certifications (local or international).
- Copies of educational certifications, university degrees, and other teacher certification documents.
- Record of child safeguarding and protection training.

**Degree/post grad certificates** are confirmed through the Moldovan authorities by the HR department. Original copies are to be given to the HR department on arrival. CHIPS maintains appropriate records that might be required in a possible future investigation or inquiry.

A **medical certificate** is sought – either from the country of departure or on arrival in Moldova. References from the present employer (head/principal) and any previous recent employer are sought. Gaps in the employment history should be investigated. If the staff member applies from Moldova – a police check can be obtained from the police. At the point of contract, the teacher must provide such a form.

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

If the staff member applied from the other countries, the school will be able to confirm whether a police check has been obtained. This is part of the reference. If the teacher's criminal record check is more than a year old a current one should be sought. The present school head/principal should be contacted directly as one of the referees.

The candidate provides at least two confidential professional references. The reference is to be contacted directly, either through technology telephone or Skype or face to face. Verification from previous employers should be sought either in written form or by telephone – *'is there any reason that you are aware of that X should not work with children?'* If needed, the candidate will provide at least two personal references to be contacted to verify the biographical information. *The Head of Centre directly responsible to contact the referees.*

An up-to-date **police clearance** form should be obtained at the candidate's own expense from that country. Discretion should be used when confirming the appointment to see that the staff member has not been seen to be moving too often. The school requires background and criminal record checks as a precondition of employment.

### **Interviewing new staff**

CHIPS holds a personal interview with each candidate before hiring it. At employment, employee will undergo Child safeguarding and Protection training as part of their orientation and any time the training is offered at the school.

### **Reporting Requirements**

School aims to ensure that all students are given a safe learning environment by maintaining appropriate practices and supervision in the school. Reporting of 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 *Head of Centre*. The school will investigate all reports and will take appropriate action to ensure the safety of the student in accordance with country law.

School endorses the United Nations Convention on the Rights of the Child (UNCRC) 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, 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.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### Training

Training on child safeguarding and protection is required annually for all school staff (instructional and support), volunteers, and anyone else who works with students. A good time for the initial training is the teacher orientation days before school starts. Follow-up trainings may be part of staff meetings or held in other settings throughout the year. Training topics for all staff must include:

- Definitions of abuse, neglect, and bullying;
- Possible indicators of abuse, neglect, and bullying;
- Myths and facts about child abuse and neglect;
- Preventative measures to safeguard children;
- Measures to avoid allegations against school community members;
- Procedures for handling disclosure;
- The roles and responsibilities of the administration, faculty, and staff to report and react to suspected, observed, or disclosed abuse;
- A timeline for response;
- Procedures for investigating the suspected, observed, or disclosed abuse;
- Possible actions that will address confirmed cases of abuse;
- A flow chart for steps to be followed after disclosure - Communication with children, families, staff, authorities and the media regarding child safeguarding and protection and related issues. Generally, this involves complete confidentiality, except in communicating the report to the *Head of Centre* and, if necessary, involved legal authorities. Only the *Head of Centre* speaks with the community and media;
- Identification and functions of Child Protection Team members.

### Parent Training

Before beginning any information or training sessions, the school needs to work to promote parent support and buy-in. This can be achieved through several methods:

- Annually distributing a parent-student handbook that highlights child safeguarding and protection plans and providing this handbook to all new families during the admissions process.
- Meeting with parents and encouraging them to participate in their children's education by reading school newsletters, classroom newsletters, emails, and other forms of written communication from the school.
- When speaking to parents about the child safeguarding and protection plan, emphasize that it is preventative.

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

- Schedule a training session (or multiple training sessions as needed) to reach the most parents possible. Provide translation as needed. The following concepts should be included in the training:

Understanding of the specific guidelines, protocol, and regulations of the school, including the response of the school in the case of a report of abuse. Awareness of:

- Signs and symptoms of child abuse.
- Statistics of incidence and prevalence.
- Awareness of risks to which students are exposed, globally and locally. o Vulnerabilities of international school students in international school communities.
- Talking with children; prevention and empowerment strategies. o Handling disclosure and reporting as a parent.
- Community resources available, especially to help with domestic violence and child abuse.
- Pointers for keeping safe and keeping children safe.

### *Responsibility for Trainings*

Head of Centre:

- Ensures trainings take place and adequate resources are available to support them.
- Publicly advocates for the Child Safeguarding and Protection Plan and its implementation and endorses personnel in their roles.
- Either leads trainings or supports Counselor, Director of Instruction, or school medical office staff in leading the trainings.
- Provides School Nurse or Doctor with the highest level of training so that person can help with all other trainings and can be a first responder if an allegation is made.
- Brings in an outside consultant to facilitate trainings, if possible. Options include: A School Counselor from another school, online training or consulting.

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### Procedure

Notification of abuse or neglect is required when “a person suspects on reasonable grounds that a child has been or is being abused or neglected”.

#### **How to respond to a child’s disclosure of abuse**

CHIPS recognizes that the class teacher/tutor is the first stage in the pastoral care of the child in the school. Teachers and resident staff are well placed to observe outward signs of abuse, changes of behaviour or failure to develop or thrive. In some countries all state schools are linked into the social services and the child protection procedures. There is inter agency training to facilitate communication. In Moldova there are minimal services to communicate with. Whilst there are clear guidelines as to what course of action to take on suspicion of child abuse in other countries there are minimal support services in Moldova. If a teacher becomes aware of the above and is concerned for the child, the *Head of Centre* shall be informed immediately. The *Head of Centre* will investigate as far as is possible and involve the relevant ‘in-school’ services, counselling, parents, foster parents etc. The outcome of this will depend upon the individual case but it could result in the child’s name being entered onto the Child Protection Program in the school.

The Head of Centre will keep the class teacher up to date with developments. Every attempt will be made to offer support for the child whilst at school and it is hoped that the school will provide an environment in which he/she can relax and spend the school day in complete confidence and safety.

**The educator’s role is not to investigate or verify the situation, but rather to make the report and set in motion the process of getting help for the child.**

A child may tell you directly and specifically what is going on, or s/he may hint indirectly at a situation. Sometimes, the child will use “strings attached,” such as asking the teacher to promise not to tell anyone (a promise the teacher cannot keep) or a child may claim the problem belongs to someone else, that s/he is only there about a friend. Judgment should be used in deciding how much to discuss about the situation with the child. Often a child is willing to reveal the details of an incident only once.

Support of the child is important. In order to do this, the following recommendations are suggested:

- Reassure the child that it is okay to tell what happened;
- Ask the child if it is okay for a school head to be present;
- Limit any questioning to the minimum necessary to seek clarification only, strictly avoiding ‘leading’ the student or adult who has approached them by making suggestions or asking questions that introduce their

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

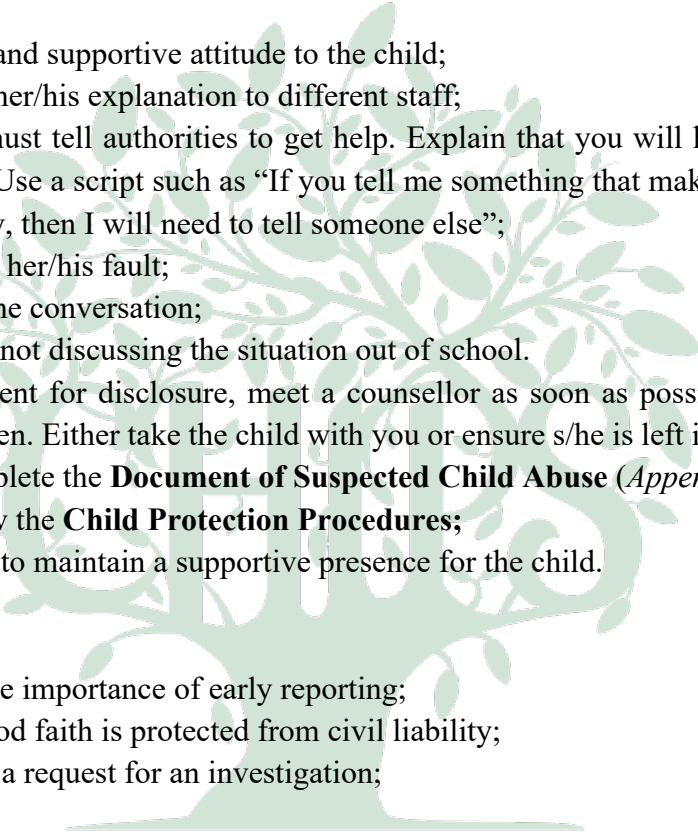
*revision date: 01.05.2026*

own ideas about what may have happened. (Do not ask questions like ‘Did he do X to you?’, asking a minimum number of questions such as ‘Tell me what has happened?’);

- Stop asking questions as soon as the adult/student has disclosed that he or she believes that something abusive has happened to him or her or to someone else;
- Tell the child what to expect. If you don’t know, say so, but let the child know s/he can be supported by you;
- Project a calm, understanding and supportive attitude to the child;
- Avoid having the child repeat her/his explanation to different staff;
- Let the child know that you must tell authorities to get help. Explain that you will have to tell another person because s/he is at risk. Use a script such as “If you tell me something that makes me feel that you are unsafe or at risk in any way, then I will need to tell someone else”;
- Reassure the child that it is not her/his fault;
- Make clear, detailed notes of the conversation;
- Respect the child’s privacy by not discussing the situation out of school.
- If the Head has not been present for disclosure, meet a counsellor as soon as possible to disclose the information you have been given. Either take the child with you or ensure s/he is left in a secure location. The Head/counsellor will complete the **Document of Suspected Child Abuse** (*Appendix 3*).
- The counsellor will then follow the **Child Protection Procedures**;
- After reporting, it is important to maintain a supportive presence for the child.

In addition:

- It is important to understand the importance of early reporting;
- An educator who reports in good faith is protected from civil liability;
- Reporting a child disclosure is a request for an investigation;



CHIȘINĂU  
INTERNATIONAL  
PRESCHOOL

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

revision date: 01.05.2026

### RECORDING PROCEDURE FOR THE EDUCATOR:

- Be specific about the context in which the child disclosed;
- Record notes using the child's own words – try not to add your own interpretation and judgments (or make separate notes about these);
- Describe any injuries you see. Take the child to the school nurse who should take photos of the injuries, bruises, cuts and or bleeding, and write a report;
- Sign all notes with the date and time as well as name of the signatory;
- Make sure that notes are given to a school counsellor and that they

### REPORTING: COUNSELLOR'S PROCEDURE FOR REPORTING SUSPECTED ABUSE

- The child is referred by a member of staff or self-refers to the School Counsellor.
- The School Counselor meets with the child and completes the **Document of Suspected Child Abuse** (*Appendix 3*) and notifies the HEAD of suspected abuse in person or by email, if personal means is not possible.
- The school nurse examines the child, documents and takes photographic evidence, where applicable, if it has not already been done.
- The counsellor informs the Head verbally, within same school day, of the meeting with the child.
- The counsellor completes the documentation and collects the evidence (photographs by nurse, etc).
- The *Head of Centre* personally receives a written hard copy and an electronic copy of the report (labelled CONFIDENTIAL and URGENT) from the counsellor within 24 hours.
- A decision, based on the counsellor's recommendation and school procedure, will be made by *Head of Centre* where appropriate, within 24 hours of the receipt of the counselling report.
- The procedure to be followed for child abuse cases:
  - Ensure the physical and emotional safety of the child – if the child faces danger by returning to the family, (family abuse) an alternative living arrangement must be made;
  - Assess and provide appropriate medical care;
  - arrange a meeting with parents, including the *Head of Centre* if appropriate, and counsellor, **as soon as possible** but no later than **96** hours of the abuse being disclosed to the counsellor;
  - At the time of the meeting, the school to arrange counselling and support, via a school-approved psychologist for family therapy;
  - If this recommendation is not followed to the satisfaction of the psychologist, the school and the family, the case will be reviewed to see whether the child is fit to return to an academic environment and whether governmental authorities should be notified.
  - The Counsellor will meet with the child and continue to provide support, as deemed appropriate, by the psychologist/psychiatrist.

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

**All reports or other actions must be kept confidential.**

Each incident of possible abuse should constitute a separate referral.

### **Immunity:**

The school shall not hold responsible or fault any school employee making a report of abuse that is later judged to be false, unless it can be demonstrated that the person willfully and intentionally falsified a report. Suspected or confirmed cases of physical and sexual abuse, physical neglect and emotional maltreatment must be reported. The reporter should have reasonable cause or reasonable suspicion to believe that abuse or neglect has occurred. The reporter is not required to have proof. Abuse that took place in the past must be reported as long as the child remains in the home of the abuser or, as long as the child is at risk of further victimization from the abuser.

### *Counsellor's checklist for follow-up after disclosure*

After disclosure, the counsellor must determine the risk for re-offence by considering the questions:

***What? / Who? / When? / Where?***

If the offence is ongoing and the child lives with the offender, decisions must be made as to whether:

1. The counsellor will report it to the authorities (*Reporting Procedure*)
2. Someone will be brought in to protect the child, such as a non-offending parent.
3. There are immediate actions the child could take, apart from reporting.

### *Physical environment:*

#### **School**

Doors should have clear glass windows – staff must be visible from outside the room.

**The school must be a safe place for all children.**

### *Procedures for handling disclosures of teacher/employee offenders:*

When a child discloses about inappropriate behaviour of school personnel, the school must respond no differently than if the alleged offender is a parent, relative or other. Teachers have daily access to children, and the emotional and physical safety of a child is determined by the access of the offender to the child, thus disclosure of teacher offences must be handled immediately and with seriousness.

The integrity of a school and a system is NOT dependent on whether or not an offender exists; instead, the integrity of the school or system is dependent on whether and how that school responds when an alleged offender within the school is reported. It is the duty of the *Head of Centre* to prevent and deter sexual harassment, as well as to provide procedures for the resolution or prosecution of sexual harassment between teacher/employee and child.

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### Stage 1

1. The counsellor reports the suspected abuse to the *Head of Centre*;
2. The child's parents are informed immediately;
3. Restrictions are placed on the teacher's access to the child, and possibly to all children.

### Stage 2

1. The *Head of Centre* sees the teacher concerned, with a witness;
2. The teacher is isolated from the school, with no access allowed to the school, pending investigation;
3. The *Head of Centre* meets with the teacher, outside the school, if necessary, for further discussion;
4. Considering evidence, the *Head of Centre* decides the appropriate course of action;
5. The *Head of Centre* takes appropriate action. This could include a verbal warning/a formal warning/dismissal/re-instatement.

### Stage 3 (External to the School)

1. The *Head of Centre* reports the suspected abuse to the police for investigation;
2. The alleged offender is reported to the Ministry of Education for possible administrative action.
3. Where a case has been concluded, a report should be sent to the offender's Embassy and the Ministry of Education.

### Staff training and supervision:

Every year, all staff:

- Should be made aware of the school's policy and procedures regarding child protection;
- Have regular, mandatory child protection training;

The school Nurse should be part of the Child Protection Team.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### Appendix 3

#### Head of Centre/COUNSELLOR'S DOCUMENTATION OF SUSPECTED CHILD ABUSE

Child's Name: \_\_\_\_\_

Parent(s) Name(s): \_\_\_\_\_

D.O. B.: \_\_\_\_\_ Contact number: \_\_\_\_\_

Passport/Country: \_\_\_\_\_

Person who registers concern: \_\_\_\_\_

Statement of concern/suspicion: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How concern came about (child verbal report, physical observation, diary writing):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Nature, frequency & dates of suspected abuse: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Information on previous injuries or background data: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Child's current whereabouts: \_\_\_\_\_

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

Considered to be in immediate danger:

Yes

No

If yes – why? \_\_\_\_\_

Examined by a health professional?

Yes

No

(Report attached; if yes)

Urgency for medical attention: \_\_\_\_\_

Names of family members involved: \_\_\_\_\_

Any other agencies or persons involved: \_\_\_\_\_

Recommended action: \_\_\_\_\_

Report submitted by: \_\_\_\_\_

Date: \_\_\_\_\_

Head of Centre: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### Appendix 4

#### INDICATORS OF ABUSE AND NEGLECT WHICH CAN BE USED AS A GUIDELINE FOR REPORTING

The following outlines indicators of abuse and neglect and should be used by the educator as a guideline for reporting. You do not need to know the details of the possible abuse or to be certain whether or not an indicator means abuse has taken place in order to report. The reporting law specifies reporting when you have “reasonable cause to believe that a child has suffered abuse or neglect.”

*Reasonable cause/suspicion* exists when it is objectively reasonable for a person to entertain, based upon facts, that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse. The severity of an indicator or statements by the child as to the non-accidental nature of the injury may indicate possible abuse. Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits, giving the child alternatives to talk to others in the support system, if more time is needed.

Listen to as much as the child wants to tell you without pushing the child for details. Try to keep limits, giving the child alternatives to talk to others in the support system, if more time is needed. Explore the feelings and concerns the child has about the experience. *These can include: Guilt, Fear, Shame, Anger.* Affirm that the experience actually was “assault” and, thus, s/he is never to blame for someone else’s action. Affirm each of the feelings, while also determining if those feelings are overwhelming to the child, then work on helping the child put those feelings within a healthy limit. Explore the support system so the child can have someone to talk with: *Parents or other adult relative? Friend? Trusted adult such as a teacher, friend’s parent, minister?*

Explore the activities/hobbies the child enjoys and help her/him continue to do these things: Movies with friends, shopping with friends, parties that are safe, arts, writing. End the session by making sure the child knows what to do, if attempted or actual abuse happens again: Say NO, or run away to somewhere safe – ask the child to specify to whom; Tell someone – ask the child to specify to whom.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### Appendix 5

#### FEARS OF DISCLOSURE

A child may be frightened of disclosing what has happened because of fears of:

**Remembering:** Sexually abused children often cope by pushing the experience as far back in their minds as they can, to “forget” and avoid feeling hurt again.

**Losing love:** Abuse makes most victims feel “dirty.” Child victims also often feel responsible for what happened to them. Because of these, they worry that their parents and friends will stop loving them, once they learn about the abuse. They fear the separation from loved ones that could result from their telling.

**Shame & guilt:** Children either know or can sense that their sexual experiences with adults are wrong. This makes telling someone and acknowledging it occurred, shameful. Older children have also been known to suffer more from a sense of guilt than younger ones.

**Being blamed:** Children fear that they will be blamed for the sexual touches and that they somehow wanted it. People tend to believe adults more than they would believe children. Offenders also often make the excuse that their victims “asked” to be touched sexually. Children ask for affection and attention, which is their right, and not for sex about which they do not, as yet, have appropriate context for consent.

**Further harm:** Offenders often threaten their victims and their families as a means of maintaining control. Victims then carry the burden of keeping their families safe by not telling.

CHIȘINĂU  
INTERNATIONAL  
PRESCHOOL

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

### Appendix 6

#### **CURRICULUM: AN INTRODUCTION TO PERSONAL SAFETY**

Empowering schools and children in the prevention of child abuse can be accomplished in a variety of ways. It is only one methodology and based on experiences with children and professionals working with children. At least one-third of our children, boys and girls, are sexually abused before they reach the age of 18. In order to help protect children, the lessons focus on the information and skill deficits found in many children and their families that make them most vulnerable to be exploited:

- Adults who are afraid to talk about sex with their children and thus children are left without even a vocabulary to talk about what may have happened.
- Children who are told to obey parents and respect all adults unconditionally, thus not building any skills in assertiveness or decision making.
- Children who are not allowed their own feelings; instead, adults tell children, “Don’t cry,” “Don’t be afraid,” “It’s bad to be angry,” “Don’t laugh at that,” thus often removing the inner signals children need to protect themselves and understand what is happening.
- When forgiveness is forced upon victims of abuse, adding further responsibility for an assault they are not to blame for in any way.
- When family sanctity, respect and shame are all used incorrectly to keep silent about the sexual abuse of our children.

The nine major concepts that can be taught through these lessons are:

- Body access and the right to be safe
- A continuum of touch from safe to unsafe
- Intuition and using feelings for safety
- The right to say “NO”
- Safety rules
- Support systems
- Private body parts
- Sexual contact with an adult is never the child’s fault
- Secrets about touching are not okay

The nine major concepts are taught within three major components of Personal Safety lessons for children:

#### **1. Information** Some information needed by children (depending on age):

- Touching rules (boundaries)
- Body parts vocabulary
- Sexuality / gender differences and issues
- Support systems

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.

# Chisinau International Preschool — CHIPS

## CHILD PROTECTION POLICY

*revision date: 01.05.2026*

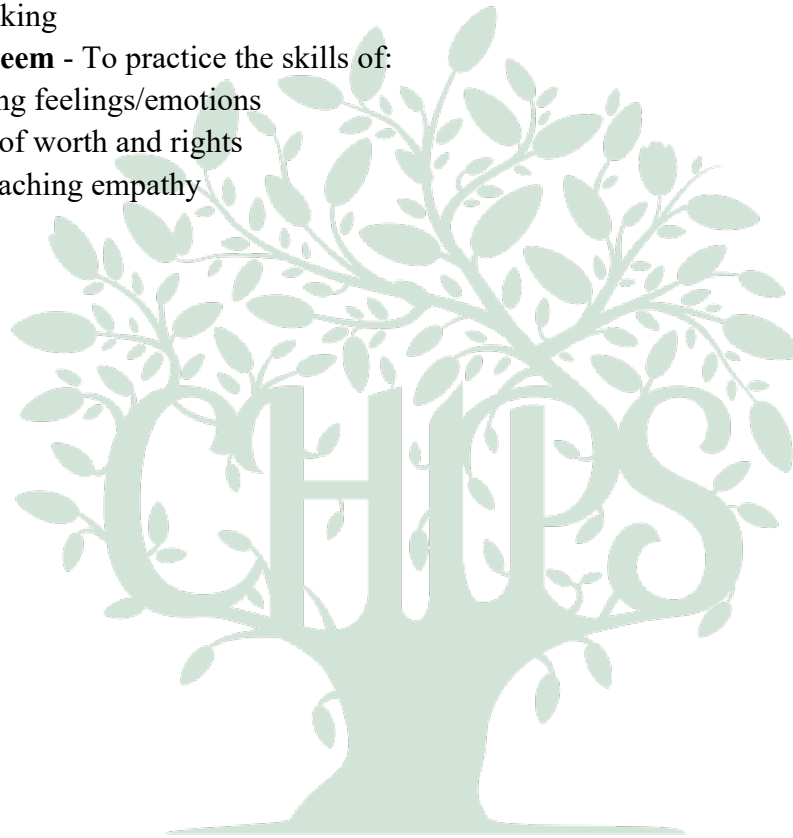
- Laws
- Telling / reporting for early intervention

### 2. Skills

- Assertiveness
- How to tell (using support systems)
- Decision making

### 3. Building Self-esteem - To practice the skills of:

- Understanding feelings/emotions
- Affirmation of worth and rights
- Building / teaching empathy



CHIȘINĂU  
INTERNATIONAL  
PRESCHOOL

This document is reviewed annually by the HEAD OF CENTRE and updated to reflect changes in Cambridge Early Years requirements.