



**Taipei American School**  
**800 Zhongshan North Road**  
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## **Parent & Community Guide:**

# **Preventing and Responding to Bullying and Peer Harm**

### **Our Commitment**

Taipei American School (TAS) is dedicated to providing every student with a safe, respectful, and supportive learning environment. We believe that students thrive in communities built on kindness, dignity, and responsibility. Bullying, harassment, or harmful peer behavior is not tolerated when it affects a student's safety or wellbeing.

This guide explains:

- What families can expect when a concern is raised
- How the school responds to reports of bullying or peer harm
- How we support students and maintain a safe, caring community



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## **1. What is Bullying and Peer Harm?**

While students may experience disagreements, misunderstandings, or conflict as part of their school experience, bullying and peer harm involve behaviors that cause distress, create fear, or undermine a student's sense of safety or belonging.

At TAS, harmful behavior may include:

- Physical or verbal aggression
- Social exclusion or rumor-spreading
- Digital/cyber harm
- Threats, coercion, or intimidation
- Identity-based harassment (e.g., race, gender, ability, nationality)
- Any behavior that seriously harms another student's wellbeing

The School determines how an incident is classified only after completing a developmentally appropriate, child-centered inquiry. We ask families not to pre-label situations; doing so can complicate student wellbeing and fair process.

## **2. How Students, Families, and Employees Can Share Concerns**

Concerns may be shared with:

- The homeroom teacher
- Divisional Principal / Associate Principal
- School Counselor
- School Psychologist
- Schoolwide Safeguarding Lead



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Reports may be made verbally, by email, or in writing, to any of the employees above and/or to [safe@tas.edu.tw](mailto:safe@tas.edu.tw).

The School does not accept anonymous reports. To ensure a thorough and fair review, we ask that concerns be shared with identifying information. Your identity will be kept confidential and shared only with employees who need the information to support student safety.

### **3. What Happens After a Concern Is Reported**

TAS follows a clear, timely, and confidential process that is consistent across divisions and grounded in international safeguarding standards.

#### **Step 1: Safety First**

We ensure all students involved feel safe and supported. Immediate protective steps may be taken such as temporary separation or increased supervision.

#### **Step 2: Initial Review**

Divisional administrators, teachers, and the Student Support team will gather initial information to understand what occurred and assess any immediate risks.



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### **Step 3: Inquiry**

A developmentally appropriate inquiry occurs. This may include speaking with involved students, reviewing digital or physical evidence.

### **Step 4: School-Led Classification**

The School determines whether the situation reflects conflict, bullying, harassment, or peer-on-peer abuse. This determination is based on factors such as impact, patterns, and power dynamics, consistent with our internal policy.

### **Step 5: Response & Support**

Depending on the findings, the school may implement:

- Educational or restorative conversations
- Safety or no-contact plans
- Counseling for impacted students
- Behavioral expectations and consequences
- Restorative or reintegration processes (only when appropriate and safe)

### **Step 6: Communication With Families**

Parents of directly involved students are informed that a review is underway and later notified of the outcome and next steps. To protect confidentiality, the School cannot share disciplinary details about other students.

## **4. How We Support Students**

### **For students who have experienced harm**

- Access to counseling and check-ins
- Safety planning
- Restorative dialogue (optional, only when appropriate and requested)



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## **For students who have caused harm**

The school examines each situation carefully, gathering information from those involved and considering factors such as the context and impact. This process ensures that decisions are fair, individualized, and proportionate, and that both accountability and support are provided when harm has occurred.

- Education and guidance to build empathy, respect, and accountability
- Clear behavior expectations and structured support plans
- Counseling or social emotional coaching to promote healthy relationship skills
- Consequences applied in alignment with school policy and proportional to the situation

**We believe that students can learn, change, and grow, and that accountability and compassion can and should coexist.**

## **5. How Families Can Partner with the School**

Parents and guardians play an essential role in strengthening a climate of respect and care. You can support your child by:

- Listening without jumping to conclusions
- Encouraging reporting to trusted adults
- Modeling calm and respectful communication
- Allowing the school to complete its inquiry before assuming intent or classification
- Encouraging empathy, responsibility, and positive peer relationships



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## 6. Frequently Asked Questions (FAQ)

### Q1. Can I request that the school classify an incident as “bullying”?

Families may share all concerns and evidence, but only the School determines the classification after an appropriate inquiry. This ensures fairness, neutrality, and adherence to safeguarding procedures.

### Q2. Will I be told how the other student was disciplined?

No. For privacy reasons, we will not share disciplinary information about other students. However, we will share information about safety measures and how your own child will be supported.

### Q3. What if my child reports something days or weeks later?

Delayed reports are still taken seriously. Students sometimes need time to feel safe before speaking up. Please note that when significant time has passed, the School may have limited ability to gather evidence or verify details, but we will always ensure the affected student’s safety, provide support, and take any appropriate follow-up action.

### Q4. What if I disagree with the school’s determination?

Families may request a process review to ensure the inquiry followed school procedures. Our first priority is student safety and procedural fairness for all involved.

### Q5. Will restorative conversations always happen?

No; these conversations are used when and where appropriate. If a situation does not meet the criteria for a restorative conversation, they are not used.

This means that not every situation benefits from, or is appropriate for, a restorative conversation, and the school may use other approaches when that better supports student wellbeing.



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Restorative conversations are only used when:

- An inquiry is complete
- All students feel safe
- Participation is voluntary
- It supports healing rather than re-exposure

## **Q6. What about digital or off-campus incidents?**

If a concern appears to affect a student's safety, wellbeing, or ability to learn, the school may respond. When families share information that suggests their child may be struggling or unsure, it helps us provide consistent support.

## **7. Our Shared Responsibility**

Creating a safe, kind, and respectful school community is a shared effort among students, families, and employees. Together, we can ensure TAS remains a place where every student feels valued, protected, and empowered to grow.

For any concerns or support, please contact:

- Divisional Principal / Associate Principal
- School Counselors
- School Psychologist
- Schoolwide Safeguarding Lead

**You may also send an email to [safe@tas.edu.tw](mailto:safe@tas.edu.tw) for any concerns or support.**