

Student Protection at TAISM

Parent Information Guide

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TAISM

The American
International School
of Muscat

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Dear TAISM Community,

In March of 2015, The American International School of Muscat (TAISM) Board of Directors adopted a new Student Protection Policy to guide our school community in matters related to the health, safety and care of children in attendance at our school. This policy is very important for the welfare of our children. In addition to the policy, the school Counselors and Administration have developed a Student Protection Handbook for Staff and an Information Guide for Parents which accompanies this letter.

The TAISM Student Protection Policy is based on international law and on the United Nations Convention on the Rights of the Child of which Oman is a signatory. The two key articles we wish to draw your attention to are:

Article 19 – Protection from abuse and neglect

The State shall protect the child from all forms of maltreatment by parents or others responsible for the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

Article 34 – Sexual exploitation

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

By enrolling your child at TAISM, you agree to work in partnership with the school and adhere to the policies adopted by the TAISM Board of Directors. All of us at TAISM genuinely value our partnership with you in providing for the safety and care of your children. It is for this reason that The American International School of Muscat has endorsed a Student Protection Policy that defines the standards by which all TAISM students should be treated with respect and dignity at all times.

As part of our overall educational programs, and specific to our shared responsibility to educate children, to protect them, and to enable them to learn and grow in a safe environment, TAISM will:

1. Provide age-appropriate lessons for all grade levels to help students understand personal safety, needs and rights.
2. Provide parents materials and information sessions to help parents better understand our programs and policy.
3. Annually train faculty and staff to recognize and report issues of abuse and neglect.

Working together, we can ensure that our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other so that they can grow and learn in a safe and supportive environment. I thank you for your support of our efforts and invite you to contact your school counselor or principal regarding any specific questions you may have in this regard.

Sincerely,

Peter Lee
Director

Student Protection

Student protection is an important concern in schools throughout the world. Child abuse and neglect are a violation of a child's human rights and create obstacles to the student's education, as well as to the physical, emotional, and social development of the student.

Schools fill a special institutional role in society as protectors of students. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Educators, having the opportunity to observe and interact with students over time, are in a unique position to identify students who need help and protection. As such, educators have a professional and ethical obligation to identify students who are in need of help and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at The American International School of Muscat must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a student has suffered or is at risk of suffering abuse or neglect. Reporting and follow-up of all suspected incidences of child abuse or neglect will proceed in accordance with administrative regulations and procedures. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Muscat, to the appropriate child protection agency in the home country, and/or to local authorities.

The American International School of Muscat endorses the United Nations Convention on the Rights of the Child, of which the host country, Oman, 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. In addition, child protection laws are in the process of being put in place in Oman and will be referenced and referred to as they are developed and as we implement our child protection frameworks and programs.

The Student Protection Team at TAISM consists of counselors and administrators from each division and the Director of TAISM. This team ensures that TAISM has an up-to-date and comprehensive, proactive approach to child protection that includes policies and procedures for student protection; screening and criminal background checks; student protection practices that include an awareness of the collective responsibility to maintain appropriate boundaries as well as provide education and training for staff, students, parents and community partnership resources.

The American International School of Muscat will distribute the following policy annually to all parents and staff, 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, The American International School of Muscat will conduct a full process of inquiry following a carefully designed course of due process. This policy is endorsed by the TAISM Board of Directors.

TAISM Board Policy 7.90, Student Protection

“Each student has the right to be protected from abuse. The School shall maintain an environment for all students that is free from abuse and take appropriate actions to ensure that students are protected.

Student abuse constitutes:

All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the student’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

The School shall adopt and maintain a comprehensive, proactive approach to student protection that includes:

- Adopting rules and procedures for student protection
- Screening and criminal background checks for all school staff
- Reporting and investigating student abuse
- Education and training for staff, students and parents
- Conducting self-audits of student protection procedures

The Administration shall be responsible for establishing, communicating and enforcing the above.”

TAISM Commitment to Belonging

The American International School of Muscat (TAISM) is deeply committed to cultivating a diverse, equitable, and inclusive school community where everyone belongs. TAISM recognizes the strength that stems from embracing a wide range of backgrounds and perspectives. TAISM is dedicated to ensuring equitable access to all aspects of school life, providing every individual with an opportunity to participate and thrive. The school fosters an inclusive environment that encourages students to be their authentic selves and flourish in both personal and academic growth.

Aligned with these beliefs, TAISM's Learner Profile embodies the values of being inquisitive, compassionate, principled, and reflective individuals. It emphasizes the development of open-mindedness, critical thinking, and a sense of global citizenship. TAISM encourages students to embrace cultural diversity, respect one another, and actively contribute to creating a positive and inclusive community. By embodying these qualities, students at TAISM are prepared to make a meaningful impact in an interconnected world.

Realities of Child Abuse and the International Community

It is important to understand the realities of child abuse and the grooming process. Abuse often occurs against a background of secrecy, insularity, isolation and limited resources which can be factors in international school communities.

Offenders come from all walks of life and child abuse occurs in all racial, ethnic, socioeconomic and cultural sectors of society. Both men and women offend, although men offend more often. Notably, juvenile offenders (abusers under the age of 18) are responsible for 30% of child sexual abuse¹.

Over 90% of offenders are individuals known and trusted by the child and family². Friendly and likable, they insinuate themselves into a child's life through his/her family, school, house of worship, sports and hobbies. This is often referred to as the grooming process. Secrets typically play a significant role in this process and most incidents of child sexual abuse occur in one-on-one situations. It is important to teach children early on that there should be no secrets from parents, even seemingly innocent ones. In addition, limiting opportunities for individuals to be alone with children is important in keeping children safe.

The following factors may be present in international school communities, and members of the TAISM community should be aware of these factors in order to best safeguard students.

1. Characteristics/attributes of international school students:

- Transience and mobility impact development of identity and relationships (especially for support in times of need).
- Separation from extended families: working and traveling parents, and separation from long-term friendships/relationships result in attachment issues; thus, support during times of crisis or need may be minimal or non-existent.
- Being caught between multiple and sometimes conflicting cultures and value systems result in confusion of behavioral expectations.
- High expectations placed on students to achieve academically.

2. Characteristics of international school families:

- Isolation from extended families and previous community for support.
- Impact of absentee parents (travelling often for work or other commitments).
- Lack of control over critical life decisions: company decides where, when and how the family moves. Lack of stability.

3. Characteristics and cultural dynamics of international school communities:

- Sense of being lost in diversity of community can cause isolation.

¹ Jennifer Mitchell and Rosemary Webb, Child Lures Prevention/Teen Lures Prevention

² Jennifer Mitchell and Rosemary Webb, Child Lures Prevention/Teen Lures Prevention

- Multiple norms rooted in different cultural traditions can cause confusion with regards to religious values, values of parenting, discipline, caregiving, sexuality, gender roles and responsibilities.
- Varying degrees of openness rooted in cultural traditions.
- Varying cultural attitudes toward gender issues and child development - different concepts of developmental needs throughout childhood.

Definitions Related to Student Protection

Definitions of abuse are complex. Beliefs about the treatment of children can vary from culture to culture. According to the World Health Organization, child abuse constitutes “all forms of physical and/or 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 in the context of a relationship of responsibility, trust or power.”

Physical Abuse is:

- Inflicting physical injury on a child by other than accidental means, causing skin bruising, burns, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function, death; and/ or
- Creating a substantial risk of physical harm to a child’s bodily functioning; and/ or
- 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; and/ or
- Assaulting or criminally mistreating a child as defined by either the criminal code or school policy; and/ or
- Engaging in actions or omissions resulting in injury to, or creating a substantial risk to the physical or mental health or development of a child; and/ or
- Failing to take reasonable steps to prevent the occurrence of any of the above.

Possible Indicators of Physical Abuse:

- Unexplained bruises, injuries or burns
- Injuries inconsistent with information offered by the child
- Students self-reporting or reporting that another student has been abused

Emotional Abuse is:

- Persistent emotional ill-treatment of a child (threats, humiliation, sarcasm, degrading punishments) so as to cause severe and adverse effects on a child’s emotional development.
- Conveying to children that they are worthless or unloved and inadequate or valued only insofar as they meet the needs of another person.
- Causing children frequently to feel frightened.
- Putting developmentally inappropriate expectations on children.

Possible Indicators of Emotional Abuse:

- Highly anxious and fearful of new situations
- Physical, mental and emotional development is delayed
- Delayed speech or sudden speech disorder

- Inappropriate emotional responses to painful situations
- Drug or alcohol abuse
- Sudden underachievement, lack of concentration and persistent tiredness
- Chronic running away, compulsive stealing, obsessions or phobias, and lying

Sexual Abuse is:

- Committing, or allowing to be committed, any sexual offense against a child as defined in either the criminal code of the host country or school policy, or intentionally touching either directly or through clothing, the genitals, anus, or breasts of a child for other than hygiene or child care purposes.

Possible Indicators of Sexual Abuse:

- Sexual knowledge, behavior, or use of language not appropriate to age level
- Unusual interpersonal relationship patterns
- Sudden underachievement, lack of concentration and persistent tiredness
- Sexually transmitted infections in a child of any age
- Evidence of physical trauma or bleeding to the oral, genital, or anal areas
- Difficulty in walking or sitting
- Refusing to change into PE clothes, fear of bathrooms
- Child running away from home and not giving any specific complaint
- Not wanting to be alone with an individual
- Pregnancy, especially at a young age

Neglect is:

- Failure to provide for a child's basic needs within their own environment. Neglect may be:
 - Physical - (e.g., failure to provide necessary food or shelter, or lack of appropriate supervision – this would include failure to provide proper adult guardianship such as leaving children unsupervised at home for any extended period of time.) Note: TAISM requires one parent be a full-time resident of Muscat. Should parents/ guardian leave the country for any reason, the responsibility for informing the school of all appropriate contact details remains with the parent or guardian. Parent Absence forms are available from each division office. These are expected to be completed prior to parents/ guardians leaving the country.
 - Medical - (e.g., failure to provide necessary medical or mental health treatment)
 - Emotional - (e.g., a pattern of actions, such as: inattention to a child's emotional needs, failure to provide psychological care, or permitting the child to use alcohol or other drugs. Specific examples may include verbal humiliation, refusing to acknowledge presence of child, invasion of privacy for no specific reason, violent threats, etc.)

Possible Indicators of Neglect:

- Child is unwashed or hungry
- Parents are uninterested in child's academic performance
- Parents do not respond to repeated communications from the school
- Child does not want to go home
- Both parents or legal guardian are absent from Oman for any period of 24 hours or greater
- Parents or legal guardian cannot be reached in the case of an emergency

Peer on Peer Abuse is:

- Peer abuse is behavior by an individual or group, intending to physically, sexually or emotionally hurt others. It is important to be aware that peer abuse can include bullying, physical abuse, sexual violence and harassment, sexting, and initiation/hazing type of violence and rituals. This abuse can:
 - Be motivated by perceived differences of race, religion, gender, sexual orientation, disability or other differences
 - Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim

Possible Indicators of Peer on Peer Abuse - An assessment of an incident between peers should be completed and consider:

- Chronological and developmental ages of everyone involved
- Difference in power or authority in relation to age, race, gender, physical, emotional or intellectual vulnerability
- All alleged physical and verbal aspects of the behavior and incident
- Whether the behavior involved inappropriate sexual knowledge or motivation
- What was the degree of physical aggression, intimidation, threatening behavior or bribery
- The effect on the victim
- Any attempts to ensure the behavior and incident is kept a secret
- The child or young person's motivation or reason for the behavior, if they admit it occurred
- Whether this was a one-off incident, or longer in duration

Harassment

TAISM Board Policy 7.403 *Harassment* states that every student will be treated fairly in the School in an environment free of harassment. **Harassment** means an improper behavior by a student or person employed by the School that is directed at, and is offensive to, any member of the school community. Harassment comprises objectionable conduct, comment or display made on either a one-time or continuous basis that might reasonably be expected to demean, belittle, or cause personal humiliation or embarrassment. It includes harassment based on the following prohibited grounds of discrimination: race, national or ethnic origin, color, religion, age, sex, marital status, family status, or disability. **Sexual harassment** means any conduct, comment, gesture or contact of a sexual nature, whether on a one-time basis or in a continuous series of incidents that might reasonably be expected to cause offence or humiliation to any member of the School community. **Abuse of authority** is a form of harassment and occurs when an individual improperly uses the power and authority inherent in his or her position to affect a student's grades or learning, undermine the performance of the student, or in any way negatively

interfere with the well-being of the student. It includes intimidation, threats, blackmail or coercion.

Harassment is purposeful and hurtful, but may happen only once or twice. It can be exhibited through acts such as teasing, name-calling, social exclusion, insults, threats, hitting, pushing, kicking and may occur either in person or online. Bullying is defined as any of the above acts that are intentionally cruel, usually repeated, and with a social or interpersonal power imbalance, where one person feels they do not have the power to stop it.

Harassment and bullying can take many forms including social, verbal, online, and/or physical incidents and, in addition to the examples above, might include:

- *Physical aggression:* Unwelcome physical contact, inflicting bodily harm, physical contact with sexual overtones
- *Social alienation:* Public humiliation, malicious exclusion, malicious rumor mongering, threats of isolation
- *Verbal aggression:* Intimidating phone calls, texts, emails, verbal threats of aggression of property and possessions, verbal threats of bodily harm; and/or
- *Intimidation:* Extortion, taunting, threats toward family members, coercion, use of demeaning nicknames, catcalling.

Any incident of harassment may result in school disciplinary action.

Identity Based Harm

Definition of Identity-Based Harm: Any targeted harmful behavior motivated by prejudice based on an individual's identity markers such as race, color, ethnicity, caste, religion, gender identity, national origin, citizenship status, socioeconomic status, age, language, or ability. Such behavior may include, but is not limited to, microaggressions, hate speech, online harassment, peer-on-peer abuse, physical violence, and social exclusion.

TAISM recognizes that research indicates that marginalized identities are at particular risk for identity-based harm. TAISM is committed to ensuring that clear systems of safety and support are in place to protect marginalized identities who are most vulnerable to abuse. This is done by implementing responsive policies and proactive educational opportunities for students in order to prevent, interrupt, and correct identity-based harm. TAISM also provides staff development training and resources on how to recognize and respond to identity-based harm.

TAISM's response and procedures in cases of identity-based harm will be subject to the discretion of the school and will vary depending on severity, frequency, and developmental age of the children. Identity-based harm concerns may follow the peer-on-peer abuse procedures detailed above, or may be addressed using trauma-informed restorative practices when appropriate. A restorative approach is intended to maintain agency and dignity for the person who is targeted, as well as to build responsibility and accountability for the person who has committed the harm. Restorative practices, as compared with exclusionary discipline, are intended to build community, strengthen relationships, repair harm, and build equity within our school.

Self-Injury and Suicidal Behavior (Consideration or Intent)

A growing awareness of self-injury and suicidal behavior internationally has indicated that school communities play an important role in recognizing and supporting students in distress.

Definitions and Possible Indicators

Self-injury is the deliberate, self-inflicted destruction of body tissue, causing pain or injury to oneself, without suicidal intent and for purposes not socially sanctioned. Self-injury can be a demonstration of an unhealthy coping mechanism for dealing with emotional distress. While signs of self-injury are not always immediately evident, they may include:

- Fresh cuts, scars, burns, scabs, etc.
- Wearing long pants or long sleeves in hot weather and/or pulling sleeves down over one's hands
- Appearance of wristbands, bandages, etc.
- Far-fetched stories explaining injury

Suicidal behavior is any intentional action that can result in death. While there are not always signs that someone is considering suicide, some signs that might indicate someone is thinking about ending their life include:

- Withdrawing from family and friends
- Mentioning death or suicide often, even in a joking way
- Being suddenly upbeat and cheerful after a long period of low mood
- Giving away possessions or spending unusually large amounts of money
- Having trouble concentrating on anything and spending excessive amounts of time daydreaming

While both behaviors are grouped together in this guide as they both involve deliberately hurting oneself, it is important to assess and recognize the possible different reasons for this behavior. People who self-injure do not normally want to die, but are in extreme psychological distress. Students who exhibit suicidal behavior are doing so with the intention of ending their life. Both behaviors warrant a school response including a risk assessment, support / safety planning and parent involvement.

Disclosure and Reporting

A student may self-disclose directly to an adult, a student may disclose to a peer and that peer may bring the behavior to the attention of staff, a peer may report suspected self-injury/suicidal, or an adult may notice signs directly or suspect self-injurious/suicidal behavior. Any reasonable suspicions that a student is engaging in or at risk of engaging in either self-injurious or suicidal behavior should be reported to that student's counselor or the principal (see Student Protection flowchart). Student protection procedures will follow with assessing the student's protective and risk factors, identifying supports that need to be in place to keep the student safe and informing the student's parent/guardian (unless doing so places the student at further risk of harm).

Procedures: How TAISM Responds to a Disclosure

TAISM's Staff have been trained to respond appropriately to disclosures from students concerning child abuse. We know that it is often difficult for children to disclose abuse. Because students often cannot easily talk about an abuse problem, the Staff is trained to be sensitive to the needs of the student and to respond appropriately to their concerns.

When preparing for a disclosure from a student, the staff member will respect the student's confidentiality by only sharing the information with a counselor or administrator, and limit communicating this information with other staff. Staff will explain to the student that they must tell someone else to get help. Other staff members will only be involved and informed as it relates to supporting the student or assessing the situation.

Procedures: Reporting Suspected Child Abuse or Neglect

All staff, faculty and administrators are mandated to report incidences of abuse and neglect. All TAISM employees are also required to report suspicion of abuse or neglect. All reports of abuse and neglect must be made to the counselor or principal within 24 hours for immediate response.

When TAISM responds to a disclosure, there are three distinct phases that are followed in order to respond appropriately and support the student. The phases include:

Phase 1 - Disclosure and Information Gathering

When a student reports a student protection concern the staff member will report the situation to a school division counselor within 24 hours. The counselor will take initial steps to gather information regarding the reported incident. If there is reasonable cause to continue, the counselor will contact the principal and a school-based Response Team will be assembled as needed. The Response Team could include the school nurse, counselor, and other individuals that the principal considers appropriate. In all cases, follow-up activities will be conducted in a manner that ensures that information is documented factually and that strict confidentiality is maintained.

Phase 2 - Reporting and Response

Based on acquired information, the Response Team will develop a plan of action to assist the child and family.

Phase 3 - Support

Subsequent to a reported and/or substantiated student protection concern, support from the Response Team may include any of the following actions:

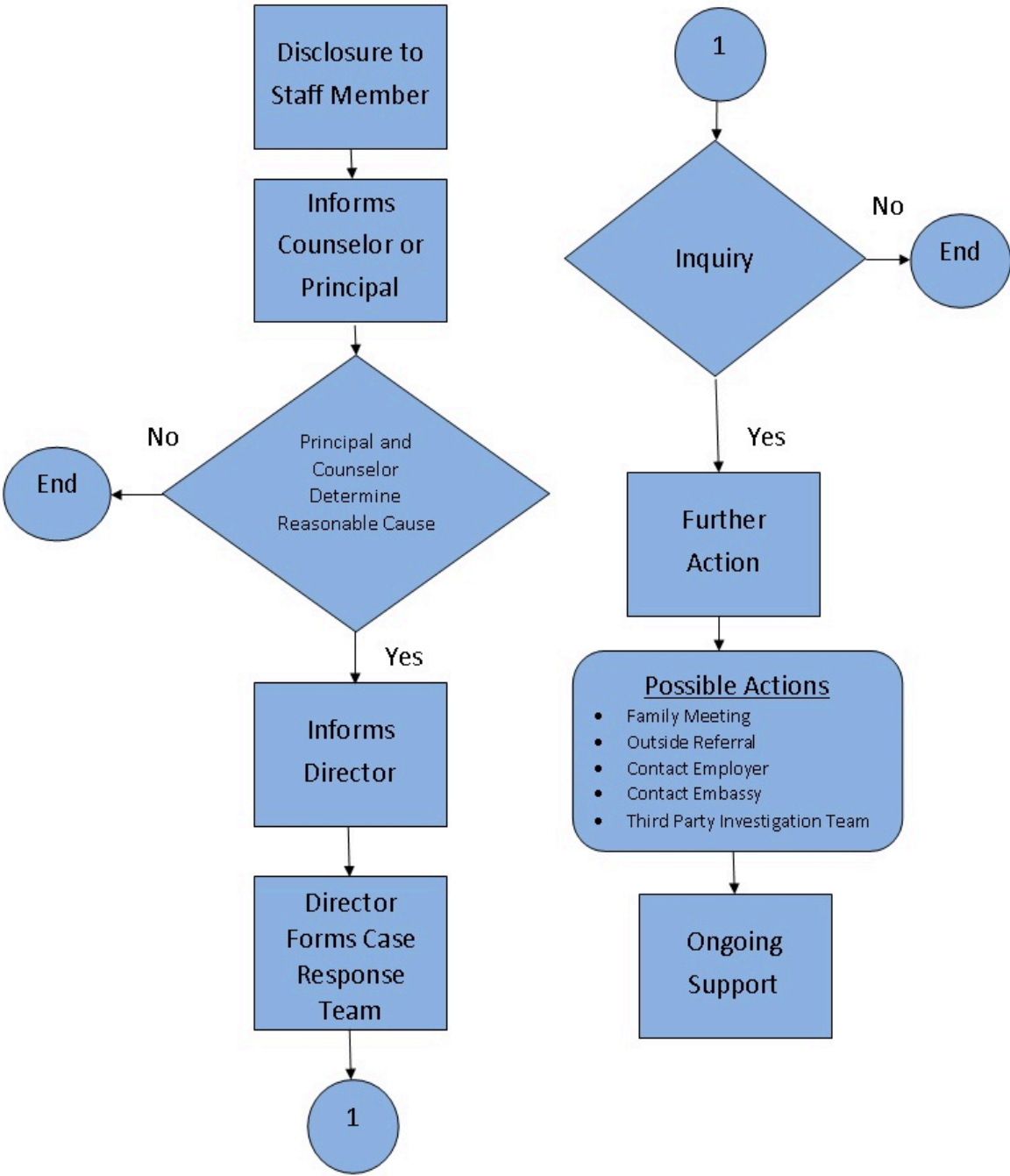
- The counselor will provide support and guidance to the child and family.
- The counselor may provide the child's teachers with ongoing support such as resource materials and strategies.

- The counselor will maintain contact with outside therapists, pending a release of information, to update the progress of the child in school.

All documentation of the inquiry will be kept in the child's confidential school records file. Records sent to schools to which the student may transfer may be flagged to let the receiving school know there is a confidential file for the child.

In the event that the suspected student protection concern involves a staff or faculty member of TAISM, the divisional principal will follow board policy pursuant to ethical, professional behavior.

Flowchart for Disclosure, Reporting, and Support



The School's policies are designed to support and safeguard students while providing clear expectations for staff and adults who are in contact with students on the campus. The following section outlines the expectations for interactions between the adults and our students:

Behavior Expectations that Clarify Appropriate Professional Boundaries and Interactions Between Adults and Students at TAISM

Adult's Position of Trust and Authority

- An adult is not a peer of the students. Adults are in a position of trust and authority in relationship to students, and therefore their interactions with students must focus on meeting the needs of the student. In working with students, adults must take great care that their actions and motivations will not be misinterpreted.
- The burden of responsibility and accountability rests with the adult. It is the adult's responsibility to remove him/herself from any physical or verbal contact with students that could lead to the initiation or perception of any form of abuse or harassment.

Personal and Professional Boundaries

Adults must respect each student's right to personal boundaries in all interactions. It is the responsibility of the adult to be sensitive to and respectful of the personal boundaries of all students, whether or not the student communicates discomfort with the interaction.

When interacting with a student, an adult is advised to consider the appropriateness of her/his conduct in relation to such factors as the student's age, developmental level, cultural and educational background.

- If a student's behavior toward an adult is, or appears to be, of a sexual nature, the adult must let the student know the behavior is inappropriate and not allow it to continue.
- If an adult has an interaction with a student which is a cause for concern, he/she should discuss the situation immediately with an administrator or counselor. Adults are expected to refer matters beyond their expertise or role to the appropriate resource person.

Physical Contact

While physical contact can be used to comfort, reassure or assist a child, the following should be factors in assessing its appropriateness:

- It is acceptable to the child concerned.
- It is open and not secretive.
- It is appropriate to the age and developmental stage of the child.
- School personnel should not do things of a personal nature for a child which the child can do for him/herself.

- Inappropriate physical contact also includes rough physical play and horseplay (tickling, wrestling, etc).
- All children should be treated with equal respect – favoritism is not acceptable.

Examples of Acceptable Behavior are:

- Respectful language, tone and attitude towards students;
- Respect for students' personal/physical boundaries;
- Age-appropriate forms of touching such as comforting a hurt or upset child with a side-by-side hug or pats on the shoulder or back as positive reinforcement;
- School-related communication with students through the use of your professional email account. When communications do not have a strictly academic focus, include a copy to the student's parent/guardian, or communicate by telephone through the student's family/home phone;
- Supporting diversity within the school population (e.g. ethnic groups, gay and lesbian students/families).

Examples of Unacceptable Behavior are:

- Humiliation of students (e.g. demeaning comments, intimidation);
- Inappropriate touching of students (e.g. massaging, stroking, caressing);
- Physical or corporal discipline of students (e.g. shoving, hitting);
- Discrimination or harassment including that based on race, color, ancestry, place of origin, religion, family status, socio-economic status, physical or mental disability, sex or sexual orientation;
- Being under the influence of recreational drugs and/or alcohol while supervising or interacting with students;
- Disrespectful language towards students;
- Sharing or soliciting overly personal/private information;
- Texting or online communication with students on the adult's personal email, or being "friends" on a social networking site;
- Engaging in any sexual behavior with a student, with or without consent;
- Exposing students to, or involving students in, any activities involving staff, volunteer or student nudity;
- Inappropriately disclosing confidential student-related information (beyond a "need-to-know" basis);
- Asking students to keep secrets.

Acknowledgements

A special thanks to the following associations, schools, and conferences for the resources and guidance in publishing this handbook.

Association for the Advancement of International Education: *Child Protection Self-Assessment*

Association of International Schools In Africa: *Child Protection Handbook For Teachers, Administrators, and Board Members*

Association of International Schools in Africa: *Child Protection Symposium*

American International School - Riyadh: *Code of Conduct and Child Protection Policy*

The American School in Japan: *Student Protection Handbook*

American International School Chennai - *Student Protection Manual*

ABA Oman - *Student Protection Manual*

Dr. Emily Meadow, Alyssa Perreras and Council of International Schools

Havering London Borough - *Peer on Peer Abuse - Policy and Procedural Guidance*

Shanghai American School: *Child Protection Handbook*

Child Lures Prevention/Teen Lures Prevention: *Understanding the Grooming Process: Preventing Inappropriate Behavior and Sexual Misconduct with Children*

International Center for Missing and Exploited Children (ICMEC)

National Association of Independent Schools: *Handbook on Child Safety for Independent School Leaders*

Near East South Asia Council of Overseas School: *Spring Educators Pre-Conference, Addressing Child Protection in Your School*

Prevent Child Abuse Vermont

U.S. Department of Health and Human Services: *Preventing Child Sexual Abuse Within Youth-serving Organizations*

United Nations Convention on the Rights of the Child: *Personal Safety Workbook for International Schools*



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