



ABA Child Protection Handbook

2018-2019

ABA Child Protection Handbook.

Table of contents

Letter of introduction (from the Superintendent)
ABA statement on Child Protection
ABA Child Protection Team
ABA Child Protection reporting procedures
Child Protection Identification Guidelines
Definitions
Acknowledgments
Resources

Appendices.

- A. Elementary School Child Protection Curriculum Overview
- B. Secondary School Child Protection Curriculum Overview
- C. Calendar of 2018-19 activities
- D. Myths vs Realities
- E. ABA Child Protection Faculty Code of Conduct
- F. ABA parent commitment
- G. Sultanate of Oman Child Protection resources

Letter of introduction.

Dear Parents,

I am writing to inform you of a matter of great importance to us. The ABA Board of Directors has adopted a Child Protection Policy to guide our staff and families in matters related to the health, safety and care of children at our school. At the beginning of the school year, I felt it important that you should be informed.

The ABA Child 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. These two key articles from the U.N Convention on the Rights of the Child are important and we wish to draw your attention to them:

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 care of 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 ABA, you agree to work in partnership with the school and abide by the policies of the school. All of us at ABA want you to know that we genuinely value our partnership with you in providing for the safety and care of your children. It is for this reason that ABA has endorsed a Child Protection Policy that defines the standards by which all ABA students should be treated with respect and dignity at all times.

ABA will:

1. Provide age appropriate lessons to help students understand personal safety, needs and rights.
2. Provide parent materials and information sessions
3. Annually train faculty and staff to recognize and report issues of abuse and neglect.

Let's work together at home and school to ensure that our children are safe and are knowledgeable about their rights and responsibilities to themselves and to each other. 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.

Policy 7.6.3

ABA seeks to be a safe haven for all our students. Child Protection procedures derived from this policy will be stated in an ABA Child Protection Handbook. This handbook will be communicated to all who work with ABA students.

All staff employed at ABA must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at risk of suffering abuse or neglect.

Reporting and follow up of all suspected incidents of child abuse or neglect will be in accordance with Omani Law and the child protection procedures resulting from this policy statement.

Sincerely,
Simon Taylor

ABA Statement on Child Protection.

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. ABA endorses the UN Convention on the Rights of the Child, of which our host country, Oman, is a signatory, as well as the Oman Child Law (2014).

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who are in need of help and protection, 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.

ABA's commitment to Child Protection is aligned with the faculty code of conduct (see sample Appendix E) and the parent commitment declaration (see Appendix F), and applies to all faculty, staff, employees, and volunteers who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

In the case of a staff member reported as an alleged offender, ABA will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

For detailed information on the Convention on the Rights of Child see the following link:
http://www.unicef.org/crc/index_30160.html

Child Protection at ABA.

Child Protection Team

Child Protection Officer
Reporting Teacher
School Nurse x 2
School Counselor x 3
Principal x 3
Superintendent

Roles are assigned by the Superintendent on a case by case basis.

Child Protection reporting procedures

At ABA we aim to focus our energy on implementing policies and procedures that prevent incidents of child abuse from occurring; however, the Child Protection disclosure flowchart below outlines the procedures we have in place for reporting and responding to suspected, observed or disclosed incidents of child abuse.

Where there is cause to suspect child abuse or neglect, it is the responsibility of the staff member to report their suspicions to the counselor, or to the principal. In all cases, the principal will be notified. It is the responsibility of the principal to inform the superintendent of the suspected case of child abuse or neglect.

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

Step 1: Reporting:

When a child reports abuse or there is reasonable cause to believe that abuse or neglect is occurring, the ABA teacher will seek advice from the appropriate ABA counselor within 24 hours.

The counselor will take initial steps to gather information regarding the reported incident and will form a school-based response team as needed (within 24 hours) to address the report. The response team will include at least the Principal and Counselor, and in some cases, the other Counselors, the School Nurse, and other individuals as the Principal deems necessary. 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.

**NOTE: in cases of observed injury/bruising, the child will be referred to the school nurse. The injury will be recorded and information provided to the school based response team.*

The following procedure will be used:

1. Interview staff members as necessary and document information relative to the case.
2. Consult with school personnel to review the child's history in the school.
3. Report status of case to the Superintendent.
4. Develop an action plan.

Step 2: Action Plan

Based on acquired information, a plan of action will be developed to assist the child and family.

Actions that **may** take place are:

- Email notification to parents in case of observe injury/bruising.
- Discussions between the child and counselor to gain more information. These discussions will be developmentally appropriate. The well-being of the child will be considered regarding further steps that may be taken, including discussions with parents and outside authorities.
- In-class observations of the child by the teacher, counselor, or administrator
- Meetings with the family to present ABA's concerns.
- Support for families and child.
- Referral of the student and family to external professional counseling.

In cases of severe abuse or where outside authority and intervention is deemed necessary, a request made to the school-based response team/Child Protection Team may result in further investigation, and **one or more** of these possible actions will follow:

- Consultation with the school Board.
- Consultation with a legal advisor.
- Consultation with the ROP Child Protection Liaison Officer
- Notification of the management of the sponsoring employer of the concern with the child/family, or to the child welfare office at the family's home country.
- Consultation with the consulate of the country of the involved family.
- Formal or informal consultation with local authorities.

In the event that the abuse or neglect allegation involves a staff or faculty member of ABA, the Principal and Superintendent will follow board policy pursuant to ethical professional behavior and discipline procedures outlined in the Faculty and Staff Handbooks.

Step 3: Follow up

During this process:

- The counselor will maintain contact with the child and family to provide support and guidance as appropriate.
- The counselor will provide the child's teachers, principal and Superintendent with ongoing support and updates.
- The counselor will provide resource materials and strategies for teacher use if necessary.
- The counselor will maintain contact with any outside professionals and organizations involved in order to update the progress of the child in school.
- The counselor is not responsible for providing in depth counseling to the offender.

All documentation of the investigation will be kept in the child's confidential records file located in the counselor's office. Records sent to schools to which the student may transfer will state that there is a confidential file for the child. ABA makes every attempt to share this information to protect the child.

Many cases will be handled by school counselors and principals, such as those involving:

- Student relationships with peers (minor conflicts)
- Bullying or Cyberbullying
- Parenting skills related to disciplining children at home
- Student-parent relationship
- Health issues such as low self-esteem, grieving.

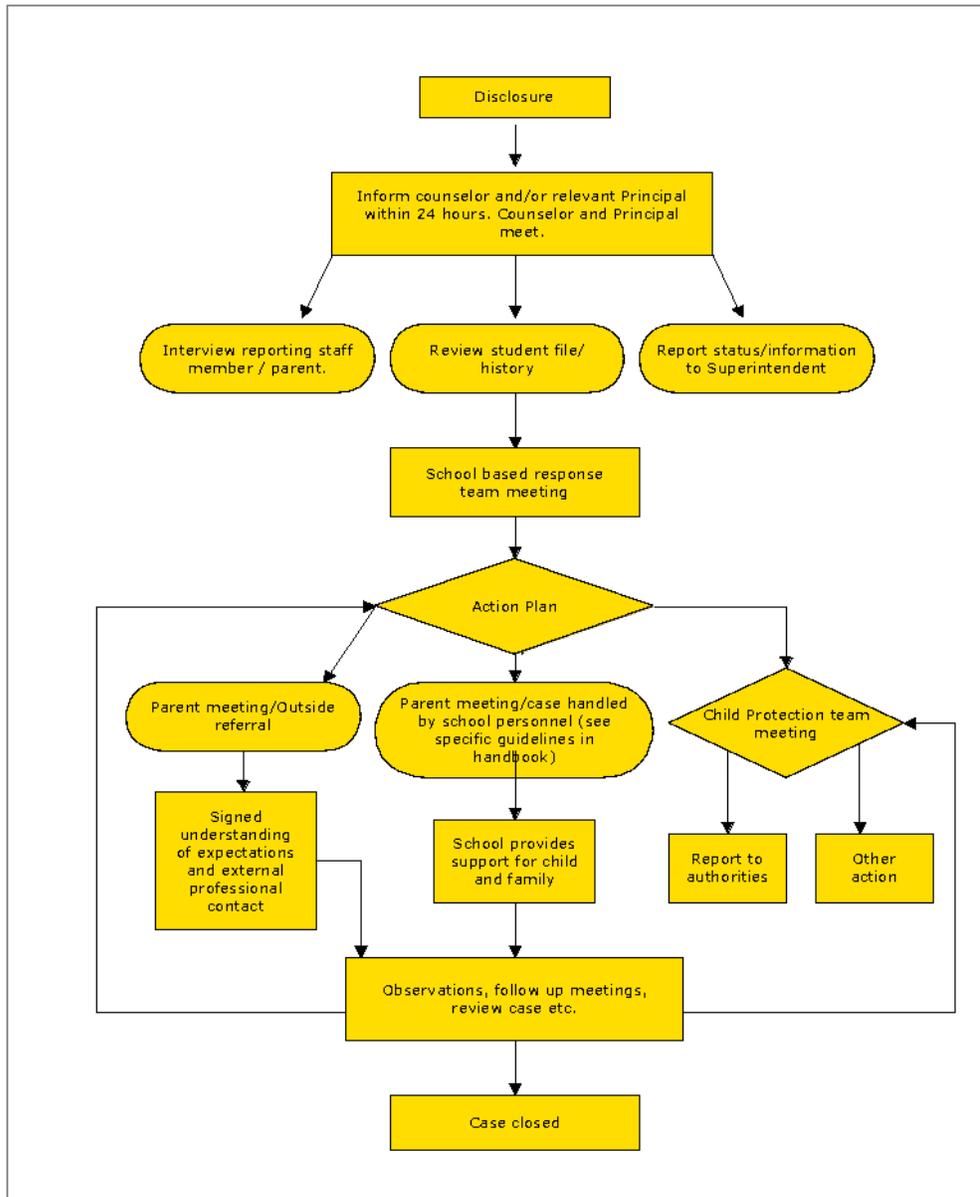
Some cases will be referred to outside resources, for example:

- Mental health issues such as depression, psychosis, self-harm, suicide ideation.
- Severe and ongoing physical abuse or neglect
- Sexual abuse and incest.

Note about Confidentiality

Confidentiality is essential UNLESS someone discloses that they or someone else is in danger. Then, it is the responsibility of the ABA Child Protection Team to follow the necessary procedures to ensure the safety of the child.

Child Protection Disclosure Flow Chart



Child Protection Identification Guidelines.

Physical abuse may involve hitting, punching, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating, hair pulling or otherwise causing intentional physical harm to a child. (These symptoms could also indicate harm to self, such as, cutting and suicide ideation).

Signs of physical abuse (including but not limited to)

Bruises, burns, sprains, dislocations, bites, cuts
Improbable excuses given to explain injuries
Injuries which have not received medical attention
Injuries that occur to the body in places that are not normally exposed to falls, rough games, etc.
Repeated urinary infections or unexplained stomach pains
Refusal to discuss injuries
Withdrawal from physical contact
Fear of returning home or of parents being contacted
Showing wariness or distrust of adults
Self-destructive tendencies
Being aggressive towards others
Being very passive and compliant
Chronic running away

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 insofar as they meet the needs of another person; age or developmentally inappropriate expectations being imposed on children; causing children frequently to feel frightened; or the exploitation or corruption of children. 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 (Including but not limited to)

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

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 (i.e. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in the

production or viewing of pornographic material or encouraging children to behave in sexually inappropriate ways. Children involved in commercial sex work are victims of sexual abuse, whether they perceive themselves as victims or not.

Signs of sexual abuse (Including but not limited to)

Pain or irritation to the genital area
Vaginal or penile discharge
Difficulty with urination
Infection, bleeding, STDs
Fear of people or places
Aggression
Regressive behaviors, bed-wetting or-stranger anxiety
Excessive masturbation
Sexually provocative
Stomach pains or discomfort walking or sitting
Being unusually quiet and withdrawn or unusually aggressive
Suffering from what seem to be 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

Neglect is the persistent failure to meet a child's basic physical or physiological needs, likely to result in serious impairment of the child's health or development.

In addition to knowing the signs of victimization, below are some **early warning signs to look out for in potential offenders:**

Signs of offenders (students)

Unusual interest in sex, sexualizing inanimate objects and activities
Does not stop sexual misbehavior when told to stop
Uses force and coercion in social situations
Unusual intensity when discussing sex and sexuality
Socializes with children much younger
Gives gifts, requires secrecy in relationships

Signs of offenders (adults)

Has "favorite" student or child
Attempts to find ways to be alone with children
Inappropriate language, jokes and discussions about students/children
Sexualized talk in the presence of students/children
Gives private gifts or has private chats on Facebook/internet

Source: Association of International Schools in Africa Child Protection Handbook for Teachers, Administrators, and Board Members. May 2014

Definition of terms.

Child Protection is a broad term used to describe philosophies, policies, standards, guidelines and procedures to protect children from both intentional and unintentional harm. In this document the term “child protection” applies to protection of children in international schools. **Please note that this definition also includes harm to self.**

Child Protection Policy is a statement of intent that demonstrates a commitment to protecting students from harm (to self and from others) and makes clear to all what is required in relation to the protection of students. It serves to create a safe and positive environment for children and to demonstrate that the school is taking its duty and responsibility seriously. This handbook considers that schools will provide appropriate child safety classes supported with a well-defined curriculum to increase children’s ability to understand abuse prevention.

Child protection concerns include suspected, alleged, self-disclosed, or witnessed abuse of a child by anyone associated within or outside the school which must be investigated and followed by appropriate action.

Child Abuse 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.

Acknowledgements

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

Association for the Advancement of International Education: Child Protection School Evaluation

Association of International Schools in Africa: Child Protection Handbook for Teachers, Administrators, and Board Members.

Council for International Schools (CIS): Child Protection Workshop

United Nations Convention on the Rights of the Child

Resources

https://www.childwelfare.gov/pubs/factsheets/long_term_consequences.cfm

<http://www.aifs.gov.au/cfca/pubs/papers/a143161/cfca11.pdf>

Finkelhor, D and Jones, L. (2006). Why have Child Maltreatment and Child Victimization Declined? *Journal of Social Issues*, 62(4): 685-716.

Finkelhor, D. (2009). The Prevention of Childhood Sexual Abuse, *The Future of Children*, 19(2),169-194.

Finkelhor, D. (2007). Prevention of Sexual Abuse Through Educational Programs Directed Toward Children. *Pediatrics*, 120(3), 643.

Hopper, J. (2012). *Child Abuse Statistics, Research and Resources*, downloaded from www.jimhopper.com.

Jones, L. and Finkelhor, D. (2009). *Updated Trends in Child Maltreatment*: Durham, NH. Crimes Against Children Research Center.

Plummer, C. (2013, March). *Using Policies to Promote Child Sexual Abuse Prevention: What is Working?* Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence.

WHO and ISPCAN, (2006). Preventing child maltreatment: a guide to taking action and generating evidence.

Appendix

Appendix A.

Elementary School Child Protection Curriculum Overview

Each grade level will focus on these major concepts/big ideas in a developmentally appropriate manner.

Grade Level	Lesson 1 - February	Lesson 2 - February
K3-Grade 5	Keeping Myself Safe	Who Can Help Me

Appendix B.

Secondary School Child Protection Curriculum Overview

Four core concepts are in the secondary curriculum and remain the same in each grade. Identify, Access, Act and Values teaching. Introducing and reviewing these learning objectives is key to students learning.

Developmentally appropriate content and delivery for each lesson ensures a varied and rich learning experience.

Grade Level	Concept 1	Concept 2	Concept 3	Concept 4
Grade 6-8 March 2019	Identify: Safe and Unsafe Situations	Access trusted Persons	Act to Stay Safe	Value Self and Community
Grade 9-12 March 2019	Identify: Safe and Unsafe Situations	Access trusted Persons	Act to Stay Safe	Value Self and Community

Appendix C.

Calendar of 2018-19 semester one Child Protection activities for parents and faculty.

	August	October
Parent Information	Parent Child Protection letter for signature included in start of year school	October 2018: Counselor and Principal led parent information morning: intro to CP,

	information pack.	common language, curriculum overview, reporting procedure. All parents invited to attend CP information session- revisit of previous information and targeted at parents new to ABA.
Faculty Information	August PD days. Intro to CP led by CPO (Donna Chuula): including Briefing on disclosure/suspicion and reporting procedures. Ensure access and signed acknowledgment of CP handbook. (to be completed September 2018).	Tuesday faculty meeting: Follow up on: Reaction to Disclosure PPT Use of common language Reporting procedures

Appendix D.

Myths vs Realities about child abuse and neglect in International Schools

Myth: *Child abuse is carried out by strangers.*

Fact: Research indicates that 90% of abuse is from domestic causes and is committed by individuals known to the child. International school communities tend to have families that move often and are separated from their extended families in their home-of-record. When abuse is within the family, the transient life-style then increases the risk to international school students who tend not to have access to outside resources, and therefore cannot get help.

Myth: *Learning about child protection is harmful to your children.*

Fact: Research indicates that developmentally appropriate education makes children more confident and able to react to dangerous situations. Teaching using a specific population context increases protective behavior.

Myth: *Abuse education is sex education.*

Fact: Research-based programs prepare students to develop the skills and attitudes to keep themselves safe from perpetrators, and behaviors that include bullying, harassment and other forms of exploitation.

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

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

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

Fact: Research indicates that child abuse occurs in all racial, ethnic, socioeconomic, and cultural sectors of

society. A common characteristic of an abusive family is isolation, such as that commonly found in our international school families who move often or are separated from their extended families at home.

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

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

Appendix E.

ABA Child Protection Faculty Code of Conduct

Sample.

As a measure of prevention and of setting clear expectations, schools should implement a Code of Conduct to be agreed to and signed by all school personnel and all volunteers who are part of the school community.

Sample Code of Conduct:

ABA is committed to the safety and protection of children. This Code of Conduct applies to all faculty, staff, employees, volunteers and students who represent the school and who interact with children or young people in both a direct and/or unsupervised capacity.

The public and private conduct of faculty, staff, employees, students, and volunteers acting on behalf of ABA can inspire and motivate those with whom they interact, or can cause great harm if inappropriate. We must, at all times, be aware of the responsibilities that accompany our work.

We should be aware of our own and other persons' vulnerability, especially when working alone with children and youth, and be particularly aware that we are responsible for maintaining physical, emotional, and sexual boundaries in such interactions. We must avoid any covert or overt sexual behaviors with those for whom we have responsibility. This includes seductive speech or gestures as well as physical contact that exploits, abuses, or harasses. We are to provide safe environments for children and youth at all ABA campuses, schools, and institutions.

We must show prudent discretion before touching another person, especially children and youth, and be aware of how physical touch will be perceived or received, and whether it would be an appropriate expression of greeting, care, concern, or celebration. ABA personnel and volunteers are prohibited at all times from physically disciplining a child.

Physical contact with children can be misconstrued both by the recipient and by those who observe it, and should occur only when completely nonsexual and otherwise appropriate, and never in private. One-on-one meetings with a child or young person are best held in a public area; in a room where the interaction can be (or

is being) observed; or in a room with the door left open, and another staff member or supervisor is notified about the meeting.

We must intervene when there is evidence of, or there is reasonable cause to suspect, that children are being abused in any way. Suspected abuse or neglect must be reported to the appropriate school and civil authorities as described in the Child Protection reporting procedures of the school.

Faculty, staff, employees, and volunteers should refrain from the illegal possession and/or illegal use of drugs and/or alcohol at all times, and from the use of tobacco products, alcohol and/or drugs when working with children. Adults should never buy alcohol, drugs, cigarettes, videos, or reading material that is inappropriate and give it to young people. Staff members and volunteers should not accept gifts from, or give gifts to children without the knowledge of their parents or guardians.

Communication with children is governed by the key safety concept of transparency. The following steps will reduce the risk of private or otherwise inappropriate communication between ABA parents, administration, teachers, personnel, volunteers, and minors:

Communication between ABA (including volunteers) and minors that is outside the role of the professional or volunteer relationship (teacher, coach, host, etc.) is prohibited.

Where possible, email exchanges between a minor and a person acting on behalf of the school are to be made using a school email address.

Electronic communication that takes place over a school network or platform may be subject to periodic monitoring.

Faculty, staff, and volunteers who use any form of online communications including social media (Facebook, Twitter, etc.) and text messaging to communicate with minors may only do so for activities involving school business.

Sample behavior practices that will protect teachers from false allegations:

Avoid situations in which you are alone with a child. This includes not transporting youngsters alone in your car. When it is necessary to speak privately with a child, find a space out of earshot, but within sight of others for your conference.

The privacy of children in situations such as toileting, showering and changing clothes should be respected. When it is necessary to supervise children in these situations, at least two adults should be present and intrude only to the extent that the health and safety of the children require. Adult volunteers should preserve their own privacy in these situations also.

Avoid touching areas that are normally covered by swimming suits; breasts, buttocks, and groin. When hugging is appropriate, hug from the side over the shoulders, not from the front.

Sexual jokes, comments of a sexual nature, kissing, sensual massages or sexual gestures are not appropriate behavior for an adult staff member or volunteer.

When volunteering to supervise overnight activities, adults should not share sleeping quarters with children other than their own.

Revealing personal information about one's sex life by an adult volunteer or staff member is never appropriate.

Do not use corporal punishment in any form.

It is the adult's responsibility to set and respect boundaries. When a child attempts to involve an adult in inappropriate behavior, the adult must reject the overture.

Sample Statement of Acknowledgement of Faculty Code of Conduct for signature

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

I will:

- Treat everyone with respect, patience, integrity, courtesy, dignity, and consideration.
- Never be alone with children and/or youth at school activities without another adult being notified.
- Use positive reinforcement rather than criticism, competition, or comparison when working with children and/or youth.
- Maintain appropriate physical boundaries at all times and touch children – when necessary – only in ways that are appropriate, public, and non-sexual.
- Comply with the mandatory reporting regulations of ABA and with the ABA Child Protection procedures to report suspected child abuse.
- Cooperate fully in any investigation of abuse of children and/or youth.

I will not:

- Touch or speak to a child and/or youth in a sexual or other inappropriate manner.
- Inflict any physical or emotional abuse such as striking, spanking, shaking, slapping or humiliating, ridiculing, threatening, or degrading children and/or youth.
- Smoke or use tobacco products, or possess, or be under the influence of alcohol or illegal drugs at any time while working with children and/or youth.
- Give a child who is not my own a ride home alone. (Except for emergency situations only and with consent from parents).
- Accept gifts from or give gifts to children or youth without the knowledge of their parents or guardians.
- Engage in private communications with children via text messaging, email, Facebook, Twitter or similar forms of electronic or social media except for activities strictly involving school business.
- Use profanity in the presence of children and/or youth at any time.

I understand that as a person working with and/or providing services to children and youth under the auspices

of ABA, I am subject to a criminal history background check. My signature confirms that I have read this Code of Conduct and that as a person working with children and youth I agree to follow these standards. I understand that any action inconsistent with this Code of Conduct or failure to take action mandated by this Code of Conduct may result in disciplinary action up to and including removal from ABA.

Name: _____ Signature/Date: _____

* Code of Conduct might be different for after-school instructors and contractual staff

Appendix F. Parent commitment form.

Policy 7.6.3

ABA seeks to be a safe haven for all our students. Child Protection procedures derived from this policy will be stated in an ABA Child Protection Handbook. This handbook will be communicated to all who work with ABA students. All staff employed at ABA must report suspected incidents of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered, or is at risk of suffering abuse or neglect.

Reporting and follow up of all suspected incidents of child abuse or neglect will be in accordance with Omani Law and the child protection procedures resulting from this policy statement.

Parent commitment

We acknowledge that by enrolling our children at ABA, we understand the commitment to upholding rights and protecting all children. We also recognize the importance of these values in the education of our children, and agree to reinforce these values at home.

I / We undertake to:

- Support the ABA Child Protection Policy and procedures included in the Child Protection Handbook which is located within the Parent Portal Handbook tab on the ABA website.
- Be present in Muscat, and if we must leave, arrange a caretaker for our child/children, and inform the school of those arrangements, including emergency contact information, to the Secondary School or Elementary School Main Office. This caretaker must be able to serve in the capacity of in loco parentis, with full authority to make parental decisions to ensure appropriate supervision and to respond to a medical emergency.
- Share in the responsibility to bring forth information that supports the ABA Child Protection Policy with respect to the “Child Protection Disclosure Flowchart” found in the Child Protection Handbook.

The ABA Child Protection policy works for the child, for the family, and for our community. Research indicates that

international communities are as prone to child abuse as communities in their home country. Child abuse is a multi-faceted issue that involves dynamics of the child, the family, and the community. The ABA Child Protection Policy works to respond at all three levels.

Please sign below and return to your child's advisor or homeroom teacher.

Thank you.

Student name:

Parent name:

Signature:

Date:

Appendix G.

Sultanate of Oman Child Protection information

Child Protection Hotline: 1100

Child Protection Department: 24182223

Convention on the Rights of the Child (Oman, 2016)

The combined third and fourth periodic report of Oman under the Convention on the Rights of the Child can be read via the following link:

<http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=16945&LangID=E#sthash.p5u2AJU6.dpuf>

Corporal Punishment in Oman (2016)

<http://www.endcorporalpunishment.org/assets/pdfs/states-reports/Oman.pdf>

Access to justice for the child in Oman (2014)

https://www.crin.org/sites/default/files/oman_access_to_justice.pdf