



# SAFETY POLICY


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**OPTIMIST  
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## INTRODUCTION

This is Optimist International School's policy which sets out our vision for a school where children can be safe and happy and can learn together in a positive, optimistic and cooperative environment and how we should behave as teachers, children and parents. This policy includes measures regarding social and physical safety. This means, amongst other things, wellbeing, behaviour, bullying, fire safety, road safety, health, safety measures and countering aggression and violence at school. Together, these subjects form an integrated school safety plan.

We believe all children must feel secure during their primary school years, so that they can fully develop possible and can learn together. By making rules and agreements, children and adults can refer to these rules and agreements if an undesirable situation arises. We recognize that our standards of behaviour have a profound and lasting influence on the development and life chances of children and young people. By supporting each other and showing mutual respect, we give all children the opportunity to attend school with great pleasure!

Hoofddorp, 29 March 2020





## CODE OF CONDUCT

We apply the following basic rules of conduct and monitor compliance. All sections of the school (the Director, teachers, pupils and educational support staff) are expected to adhere to the established rules of conduct. The purpose of the code of conduct is to:

- ✓ Create a good social teaching and learning climate, in which all those involved feel comfortable and secure
- ✓ Contribute to the prevention of abuse of power in a broad sense
- ✓ Promote and monitor safety, health and welfare for all those involved with the school
- ✓ Protect the privacy of everyone involved

### OUR RULES OF CONDUCT ARE:

- We accept and respect each other as we are, while the school creates room for everyone to be different in sex, character, religion, race, physical and/or mental impairment and we endorse that all have equal rights and of equal value
- We behave with courtesy and consideration and we show respect for those in authority and for the feelings of classmates. This means we are polite to everyone, listen to each other and talk calmly and in a friendly manner
- We are careful with each other and each other's belongings
- We walk calmly in the school building

Anyone (pupils, parents, staff members and external parties) who exhibit behaviour that is perceived to be unacceptable, will be corrected. This can be done by any staff member. Depending on the situation, this may happen individually or with groups.

### IN CASE OF VIOLATION OF THE CODE OF CONDUCT THE FOLLOWING PROCEDURE IS FOLLOWED:

- By a staff member / other person who perform tasks within the school: A member of staff will contact the Director and the parents as soon as possible to report and explain what has happened. If the pupil's parents file a complaint with the Director, a meeting is arranged between the parents, the person involved and the Director. If no satisfactory solution is reached during the above meeting, the Director advises the parents to lodge the complaint with the board and/or the confidential advisor. The confidential adviser can in turn refer the matter to the board or to the national complaints committee.
- By a parent: A parent who violates the code of conduct is approached by a staff member. If no satisfactory resolution can be found the matter is referred to the Director.
- By a pupil: If a pupil violates the code of conduct, the protocol 'Interventions on behaviour problems' is followed (see chapter 'Pedagogical Climate')
- For all complaints, support can be requested from the school's confidential advisor.



## PEDAGOGICAL CLIMATE

Most importantly, we believe it is important to prevent behavioural problems by behavioural management:

- ✓ We approach the children with an **open and positive basic attitude**
- ✓ We ensure **predictable teacher behaviour**. The children know where they stand, what is expected of them and what the limits are. We are clear and consistent ("do what you say and say what you do"). All teachers react in basically the same way (predictably) to situations and behaviour
- ✓ We provide **structure** so that the children know what is coming (e.g. a visible day planning, fixed sequence of activities)
- ✓ We exercise a **positive control** on behaviour in order to stimulate desired behaviour. This means that there is more positive than negative feedback (ratio at least 4: 1)
- ✓ We **reward big and punish small**. If behaviour needs to be addressed this is done appropriately and in a small setting (away from the attention of other pupils as much as possible)
- ✓ We **anticipate** possible problems. Because we know the children, we know in which situations it is more difficult for them to behave (e.g. in the corridor, at the gym). We examine in advance where the problems can arise and respond to them. We also make agreements in advance with those pupils who have difficulty with certain situations
- ✓ We **reinforce** behaviour we wish to see and are clear about our **expectations** (and express them)
- ✓ We ensure that pupils are always **under the supervision** of a teacher, including when they are outside or when changing clothes for the gym. In this way, children also know there is always someone around who they can go to with questions or problems
- ✓ We enable and invite both pupils and colleagues to participate in a safe manner – both physically and mentally – and anticipate and **prevent threatening or unsafe situations**
- ✓ We assume that behaviour is **learned**, and it is often not unwillingness but powerlessness. If pupils find it difficult to behave in a certain way, we examine what these pupils need, and we teach them the necessary skills. In addition to social-emotional methods and our own expertise (e.g. behaviour specialist, child coach), we may also use external assistance
- ✓ We speak to a pupil about his/her behaviour, not his/her person (the behaviour can be the problem and not the child)
- ✓ We believe it is important **to work closely with parents** when seeking to improve behaviour and we keep the lines of communication short. We also work together by involving colleagues and learning from and with each other in dealing with specific behaviours
- ✓ We make pupils aware of their duties through open communication, by **being role models** for them in displays of conduct, such as being respectful, courteous and friendly.

With our own behaviour and curriculum, we aim to achieve a positive school climate. We relate to the personal goals of IPC. These IPC goals and daily circle time are an important part of our social and emotional curriculum. Also, behaviour aspects related to these subjects are discussed. Teachers relate as much as possible to situations that are relevant to the children or happened recently. The personal goals of IPC we focus on are: Adaptable, Collaborator, Communicator, Empathetic, Ethical, Resilient, Respectful, Thinker

We monitor the social-emotional development of our pupils also with a standardized assessment, twice per year for all groups: Pupil Attitudes and mindsets to Self and School (PASS). PASS provides insight into students' attitudes and mindsets that may be having a negative impact on their attainment. PASS looks at nine attitudinal factors:

- Feelings about school
- Perceived learning capability
- Self-regard
- Preparedness for learning
- Attitudes to teachers
- General work ethic
- Confidence in learning
- Attitudes to attendance
- Response to curriculum demands.



Our social-emotional learning is supported by the Jigsaw curriculum we follow in school. Jigsaw stands for a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

This supports our mission statement to provide a positive, meaningful, and challenging learning environment enabling children to become responsible learners, communicators, collaborators, and respectful global citizens. It's closely linked to the IPC Personal Goals and International Mindedness goals and our vision to value each other's beliefs and cultures, customs, and multilingualism.

All year groups work on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

During Jigsaw lessons sensitive issues might be brought up.





## UNACCEPTABLE BEHAVIOUR

However good the agreements and the predictability or the help that is provided, sometimes things go wrong. In order to be able to deal with such a situation almost immediately, at the first signs, the following step-by-step plan has been drawn up. A roadmap that gives clear direction and can be flexibly applied. The step-by-step plan is derived from the SOPOH protocol 'Suspension and removal'.

In this chapter our procedures regarding unacceptable behaviour by children is being explained. Our next chapter 'Physical and verbal violence' is also focused on other relationships and includes violence by adults.

In this sanction step-by-step plan, one basic principle must always be overriding and that is that in **addition to sanctioning, we also offer the helping hand**. We do this by setting up a plan of action and holding evaluations as necessary depending on how the situation develops, together with the parents and the pupil.

### WHAT IS UNACCEPTABLE BEHAVIOUR?

It is important to take time to consider what is unacceptable behaviour? Is that physical violence? Is it refusing to join in? Is it being rude, disruptive or disrespectful? Is it breaking or damaging something? Or is it talking when the teacher has asked for silence? Every teacher has a different tolerance to the above. The main question could be: 'Do I want to continue seeing this behaviour throughout the year?' If the answer is no, you can already speak of unacceptable behaviour. A consistent approach to that behaviour is the best way to nip it in the bud.

We draw a distinction between the step-by-step plan for:

- A Approach on the first signs of unacceptable behaviour
- B Steps to rectify unacceptable behaviour in the classroom
- C Steps to be taken if the unacceptable behaviour in the classroom persists


With this step-by-step plan we act clearly and predictably, and we ensure that the relationship between the pupil and the teacher remains good and is not put under pressure.

#### A Approach on the first signs of unacceptable behaviour

1. The teacher observes the behaviour, e.g. the frequency and possible triggers. The teacher considers the social emotional background of the child and possibly asks parents to discuss the home situation or to find an explanation and approach together. The teacher tries to get an understanding of the child's behavioural choices and the child's educational needs
2. The teacher has one-to-one communication with the child and finds a way to point out the behaviour, to support and give the child tools to express himself or teach the child the skills needed. Depending on the situation, the teacher discusses this with the parents.
3. We then choose the best course of action given the circumstances. This may take the form of an individual education plan, involving the pupil, the parents, our Coordinator Learning Support and possibly certain experts, such as our child coach.

#### B Steps to rectify unacceptable behaviour in the classroom

1. We give feedback on desired behaviour (non-verbal or verbal) and walk away to give a pupil the choice and space to show the desired behaviour
2. If the pupil does not yet show the desired behaviour, we repeat the feedback on desired behaviour more strongly (with for example 'now' or 'thank you') and walk away
3. If the pupil does not yet show the desired behaviour, we will designate the consequence in the absence of the desired behaviour and express the expectation of desired behaviour and walk away
4. If the pupil still does not show the desired behaviour, we will carry out the advised consequence and ignore any comments. The chosen consequences should be relevant, as much as possible, to the behaviour so that a connection is made
5. If a pupil is briefly (5 minutes) sent to a colleague in another class within his/her unit, the teacher discusses the pupil's behaviour with him/her at a later moment in the day. If several children are involved, the teacher has a conversation with each child separately and then follows this with a



conversation with all those involved. The teacher will ask reflective questions like *What did you want to achieve? What was the effect? What else could you have done? How will you do it next time? In what situation did this happen? What do you think of your behaviour?*

6. After each incident, a child offers his or her excuse to the pupil and/or teacher in question.
7. If the teacher believes this to be necessary, the incident will be reported to the parents after the end of the school day. The pupil will be told that this is happening. Any report made to parents is noted in our monitoring system.
8. When parents are called about a situation that has occurred at school, this is a reason to be extra alert as a teacher to the behaviour of the pupil in question and to investigate what this pupil needs, together with our Coordinator Learning Support and possibly certain experts, such as our child coach

#### C Steps to be taken if the unacceptable behaviour in the classroom persists

If a serious measure such as sending a pupil to another teacher and having contact with the parents after school has occurred more than once and has had no effect, then the following steps are taken.

#### WARNING

The parent(s) and pupil are invited to the school and a meeting takes place between the teacher, parents and the child. First the specific behavior is described in facts (nonjudgmental) and the effect of this behavior on others or the teacher is explained. The teacher explains that continuance of this behavior will lead to the next step, which is an official warning. The teacher and parents discuss together ways to prevent that. A teacher can ask our Coordinator Learning Support or child coach to assist in this. This is recorded in our monitoring system. This is mailed to the parent(s). A follow-up meeting will be scheduled for evaluation (e.g. after 4 to 5 weeks).

#### OFFICIAL WARNING

An official warning is given if an incident occurs for the second time in a short period (one to two weeks) or if an incident occurs for the third time in a relatively short period (e.g. one month).

In case of an official warning, the parent(s) and pupil are invited to school to have a meeting with the teacher. The teacher informs the director. The official warning is given verbally by the teacher and he/she uses the notifications that have already been made and are listed in our monitoring system. The teacher explains that continuance of this behaviour will lead to the next step, which is a yellow card and after that a red card. Again, the teacher and parents discuss together ways to prevent that. A report of the conversation is recorded in our monitoring system. This is mailed to the parent(s). An educational plan or an agreement is made in consultation with both the parent(s) and the pupil. A child coach or other specialist can be involved for advice. This is also registered in our monitoring system and then evaluated after about 6 weeks during a follow-up meeting.

*A 'temporary removal' from the classroom could be used as a sanction. The pupil works at school but not in his/her own class. The pupil works in a separate room under supervision. A temporary removal is in accordance with the protocol 'Suspending and removing' from SOPOH.*

#### YELLOW CARD


If behaviour is again unacceptable - earlier than the planned evaluation moment - despite the official warning, a yellow card is given orally by the Director in a meeting between the teacher, the parent(s), the pupil and the Director. A report of this conversation is made in our monitoring system by the teacher and this is mailed to parents.

An (updated) educational plan or an agreement is made in consultation with both the parent(s) and the pupil. A child coach or other specialist can be involved for advice. This is registered in our monitoring system and then evaluated after about 6 weeks during a follow-up meeting.

#### TIME-OUT

In case there is again unacceptable behaviour - earlier than the planned evaluation moment - despite the official warning and the yellow card, parent(s) are called immediately, and the pupil is sent home. The parent(s) always pick up the pupil. The pupil is not allowed to go home by him/herself. The pupil may not come to school the next day. Home learning is provided by the teacher. The teacher informs the Director and makes an appointment with all parties: the teacher, the parent(s), the pupil and the Director. The time-out situation is explained by Director. A report is made of this conversation in our monitoring system by the teacher and this is mailed to parents. An (updated) educational plan





and an agreement is made in consultation with the parent(s) and pupil and this is evaluated after approximately 6 weeks. A child coach or other specialist can be involved for advice. This is mailed to the parent(s)).

#### RED CARD

When the situation continues to occur despite previous interventions, the teacher informs the Director and makes an appointment with all involved: the teacher, the parent(s), the pupil and the Director. During a meeting, the red card is given orally by the Director. The Director decides the number of days that the pupil will be suspended for, in consultation with the management board of SOPOH. With the consent of the management board, the school proceeds with suspending the pupil. It is essential that all previous steps and behaviour has been filed to justify suspending a pupil in our monitoring system. A report is made of this conversation in our monitoring by the teacher and this is emailed to the parent(s) by the Director. An educational plan is made in consultation with parent(s) and pupil and this is evaluated after approximately 6 weeks. A child coach or other specialist can be involved for advice. This is emailed to parents by the teacher.

*SOPHO protocol states: In case of suspension (several days of removal from school) contact is always made with SOPHO board office. The board contacts the truancy officer and takes responsibility for completing all necessary formalities.*

In situations where a suspension does not have an improving effect, as the ultimate sanction the school can expel the pupil. A pupil can be suspended for a **maximum of 5 days**. This means that if a pupil is suspended once for 2 days and then later for 3 days, the maximum number of days has been reached. Any subsequent suspension automatically means expulsion from school. In this procedure, the SOPHO board must be explicitly involved and there is close consultation between the Director and the board about the steps to be taken. This procedure is described in the SOPHO protocol 'Expulsion and suspension'.

In [this link](#) you can find a further read 'Crisis Plan Guide' to prevent and deal with escalating behaviour.



## PHYSICAL AND VERBAL VIOLENCE

Within the school, every form of physical and / or verbal violence, both by adults and by children, is prevented as much as possible and certainly not tolerated.

### IN MEMBER OF STAFF - PUPIL RELATIONS:

1. In the event of violation of the above rule due to an emotional reaction, the member of staff will communicate this to the Director
2. In the event of violation, the staff member contacts the parents as soon as possible to report and explain the incident
3. If the pupils' parents file a complaint with the director, a meeting is arranged between the parents and the Director. If the parents do not object, the staff member involved is present
4. If no satisfactory solution is found during the above discussion or if a conversation is not possible, the Director advises the parents to lodge a complaint with the board and / or the confidential adviser. The confidential adviser can refer the matter to the board or to the national complaints committee.

### IN STAFF MEMBER - STAFF MEMBER RELATIONS:

1. In the event of violation of the above rule due to an emotional response, the staff member will inform the Director to report and explain the incident
2. If one of the staff members concerned files a complaint with the Director, a meeting between the employees involved and the Director is arranged wherever possible
3. If no satisfactory solution is found during the above meeting or if a conversation is not possible, the Director will present this situation to the board.

### IN STAFF MEMBER - PARENT RELATIONS:


1. In the event of violation of the above rule due to an emotional response, one of the parties involved reports this to the Director
2. If one of the parties involved files a complaint with the Director, a meeting between the parties involved and the Director is arranged wherever possible
3. If no satisfactory solution is found during the above meeting or if a conversation is not possible, the Director advises the parties involved to file the complaint with the management and / or the confidential adviser. The confidential adviser can refer the matter to the board or to the national complaints committee.

### IN PUPIL - PUPIL RELATIONS:

1. In the event of violation of the above rule due to an emotional reaction, one of the parties involved reports this to a member of staff
2. The staff member will look for possible solutions in consultation with the pupils involved. Parents of involved pupils are informed
3. If no satisfactory solution is found during the above meeting or a conversation is not possible, the Director is informed
4. The Director will try to mediate in the situation that has arisen
5. If no satisfactory solution is found or a conversation is not possible, the Director will invite the parents involved for an interview
6. If in the meeting with the parents does not result in a satisfactory solution being found or a meeting is not possible, the Director advises the parents to file a complaint with the board and / or the confidential adviser. The confidential adviser can refer the matter to the board or to the national complaints committee.
7. In addition to the above-mentioned steps and in case of repetitive violent behaviour of a pupil see the steps described in the chapter "Interventions on unacceptable behaviour".

### IN PARENT - PUPIL RELATIONS:

1. In the event of violation of the above rule due to an emotional reaction, one of the parties involved reports this to a member of staff and / or the Director
2. The Director will consult with the parent concerned, the pupil and the parents of the pupil involved

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3. If no satisfactory solution is found or a meeting is not possible, the Director will contact the confidential adviser and the board will be informed. The confidential adviser can refer the matter to the board or to the national complaints committee.

**IN PARENT-PARENT RELATIONS OR RELATIONS WITH EXTERNAL PARTIES (NON-STAFF MEMBER):**

1. In the event of violation of the above rule due to an emotional response, one of the parties involved reports this to a member of staff and / or the Director
2. The Director will consult with all parties involved and expressly state that this behaviour will not be tolerated at our school
4. If no satisfactory solution is found during this conversation or if a conversation is not possible, the Director will contact the confidential adviser and the board will be informed. The confidential adviser can refer the matter to the board or to the national complaints committee.

All incidents of aggression and violence are reported and registered in our monitoring system (in the category 'Incidents') and discussed with the Director.



## BULLYING

The definition of bullying is when an individual or a group (with more power), repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken. Bullying is not:

- single episodes of social rejection or dislike
- single episode acts of nastiness or spite
- random acts of aggression or intimidation
- mutual arguments, disagreements or fights.


Bullying is a problem that we face and tackle seriously. Our conditions are:


- ✓ All classes have well defined 'agreements' made by teachers and students including specific, age-appropriate rules related to behaviour and the treatment of others
- ✓ All classes weekly pay attention to personal, social and health education through the International Primary Curriculum and Jigsaw, which encourages children to think positively about themselves and others. The personal goals in the IPC are: adaptable, collaborator, communicator, empathetic, ethical, resilient, respectful and thinker
- ✓ The school wants to prevent bullying problems. Whether or not there is a known instance of bullying, the subject of 'bullying' will be discussed at school with the children and rules will be agreed
- ✓ We see bullying as a problem for all parties directly involved: pupils (bullied children, bullies and the silent group), teachers and the parents
- ✓ When a staff member picks up on signals of bullying behaviour whether these are his/her own observations or information received from parents or pupils who have approached the member of staff, they are expected to act
- ✓ If bullying occurs, teachers (in cooperation with the parents) will respond and take a clear position and provide help to the bullied child and the bully, and help the silent middle group, parents and each other (staff). We make everyone aware of the problem and keep them involved
- ✓ When bullying, despite all efforts, re-emerges, then the school takes a direct approach. If the problem is not addressed correctly or the approach does not produce the desired result, then the confidential adviser becomes involved. The confidential adviser (Mrs Katie Zalewska) can investigate the problem, consult experts and advise the competent authority.

Signs of bullying can include always using a nickname, constantly blaming a classmate for something, passing notes / messages on Social Media (e.g. WhatsApp, Facebook), insults discriminatory or objectionable remarks, isolation, waiting outside school, hitting or kicking, following the victim home or taking the victims belongings.

### INTERVENTIONS ON BULLYING

There may be two types of situations. The first one is that the teacher has picked up on signals of bullying. In such a case the teacher introduces a general group discussion in order to lead the class to open up about the problem within the group. Another situation is that the teacher sees that a pupil is being bullied (or the pupil him/herself or others come to report this to him/her). Our approach is as follows:

1. First (and together) the pupils should try to resolve the problem
  2. At the point where one of the pupils is not willing/able to reach a solution (or is treated even more badly) he/she has the right and duty to present the problem to a teacher
  3. The teacher brings the parties together for a clarification interview and tries to solve the bullying with them and make (new) agreements
  4. The parents of affected children are informed, and a note is made in our monitoring system
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5. In case of repeated bullying behaviour, the teacher makes a clear statement to the pupil who is bullying, and he/she is sent to another classroom for a time-out (5 minutes). The bully is required to write a piece of work, for example the 5 W's (who, what, where, when, why)) about the circumstances and his/her role in the bullying problem
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6. The parent(s) are informed of the bullying behaviour. A decision will be taken on how to tackle the problem. Parents could be pointed to the possibility of outside help from various quarters. The School and parents will work together on these solutions. A report is made in our monitoring system, including agreements reached. The teacher always offers help to the bullied pupil and seeks to guide the bully, if necessary, in consultation with the parents and/or internal/external experts
  7. The agreements are being evaluated at the end of each week in a conversation between teacher and bully and evaluated with parents after six weeks.

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8. If – in the meantime the bullying still occurs – the Coordinator Learning Support and/or the school coach or school doctor or other expert help is called in.
9. In addition, in consultation with the Director, it can be decided to remove the bully from the class for a certain period. He or she can be placed in another class or at another place in school where supervision is possible, for example in the Director's office. This can be supplemented with detention during PE lessons or lunch/play time. During these periods, the bully reports daily to the Director.
10. If it turns out that phases 1 to 3 have not helped adequately, in discussion with the Director, next steps will be taken. Advising the parents of the bully to start looking for a different school is one of the possibilities. In addition, the protocol "Suspension and Expulsion" (SOPHO) also come into effect.

During all these steps guidance of the bullied pupil consists of:

- The bullied pupil is shown compassion, listened to and asked: how and by whom have you been bullied?
- Observe how the pupil responds, what does he/she do during and after bullying?
- Crying or becoming very angry is often a reaction that a bully wants to provoke. Show the pupil that he/she can respond in a different way
- Seek and practice another reaction, for example do not isolate yourself
- Try to explain to the bullied child why a bully bullies
- Find out which solution the child wants
- Focus on the strengths of the bullied pupil
- Talk to the parent(s) of the bullied pupil and the parent(s) of the bully(s)
- If required/desired, seek additional guidance from, for example, the school counselling service or from providers of socio-emotional skills training

Guiding the bully consists of:

- Try to establish the reason behind the quarrelling / bullying (wanting to be boss, jealousy, boredom). Show the bully what the effect of his/her behaviour is on the bullied
- Encourage him/her to apologise
- Try to show the bully the nice/strong points of the child he/she has bullied
- Bullying is prohibited in and around the school: we adhere to this rule; punish a child who bullies - reward (pat on the back) if a child keeps to the rules
- Teach children to not react immediately, teach them control, to learn the 'stop-think-do' attitude or to learn a different way of behaviour
- Contact between parent(s) and school; inform and consult each other. Empathise with the child; what is the cause of bullying?
- Seek help; social skills training; Youth health care; general practitioner; health department.

#### ADVICE TO PARENTS OF BULLIED CHILDREN:

- Keep communication with your child open, stay in conversation with your child
- If bullying does not happen at school, but in the street, try to contact the parents of the bully(s) to discuss the problem
- Bullying at school is best discussed directly with your child's own teacher
- Do not over-protect the bullied child, for example accompanying them to school or saying that you will deal with the bullies can put a child in a very difficult position which can even increase the bullying

- Positive self-esteem can help a child to rediscover it
- Encourage your child to practice a sport or join a club
- Support your child in the idea that there will be an end to bullying

#### ADVICE TO PARENTS OF BULLIES:

- Take the problem of your child seriously
- Do not panic: every child runs the risk of becoming a bully
- Try to find out the possible cause
- Make your child sensitive to what he/she does to others
- Encourage your child to practice a sport
- Correct inappropriate behaviour and compliment the good behaviour of your child
- Make it clear to your child that you support the decision of the school

#### ADVICE TO ALL PARENTS:

- Take the parents of the (bullied) child seriously
- Encourage your child to treat other children in a good way. Correct your child in case of undesirable behaviour and compliment good behaviour
- Set a good example yourself
- Teach your child to stand up for others
- Teach your child to stand up for him/herself

#### ADVICE TO CHILDREN:

- Talk to each other about bullying
- You are braver if you say NO and not if you join in with bullying
- If there is something wrong always tell the teacher, supervisor or your parents
- Try to put yourself in the shoes of the child being bullied
- Do not form rival groups, play together
- Do not shut children out, discriminate or gossip, write notes about other children, and do not use the internet and/or phones to do so
- We do not blackmail or threaten others, verbally or physically. Wrestling is ok, fighting is not!
- Stand up for yourself, believe in yourself and do not let others walk all over you
- Help a child who is being bullied and never shut anyone out
- Laugh with each other and not at each other



## RACISM, DISCRIMINATION AND SEXUAL HARASSMENT

We live in a multicultural society and we are an international school. This means that different groups from our society have their own folk culture. We all together create a good social teaching and learning climate for all pupils with mutual respect.

That is why the following principles apply to pupils, staff members and parents within the school and are part of rules of conduct mentioned in chapter 1:

- ✓ Everyone is treated equally
- ✓ No racist and / or discriminatory language (including racist and / or discriminatory jokes) is used and / or displayed
- ✓ The staff members clearly distance himself/herself from racist and / or discriminatory behaviour of pupils, parents, colleagues and external parties within the school. The staff member also makes this clear to the person who exhibits this behaviour.
- ✓ Every staff member refrains (especially in the presence of children) from using sexist language, sexually tinged jokes, allusions and a manner of speaking that is perceived as sexist by pupils and / or other people involved in the school.
- ✓ Every staff member refrain from sexually tinged behaviour or behaviour that can be experienced as such by pupils and/or other people involved in the school and ensures that such behaviour does not occur in the pupil - pupil relationship.
- ✓ Every staff member ensures that no posters, drawings, etc. which may be interpreted erotically are used or hung in the school. The teacher also ensures that no erotic or sex-oriented sites are visited on the internet.



## PHYSICAL SAFETY

In this chapter our policy is explained regarding our emergency response team, fire safety and traffic safety. Furthermore, you can find our measures regarding activities outside school, physical education lessons, weapons and smoking, alcohol and drugs.

Specifically for school trips and excursions we have a separate appendix to cover all agreements on these. See appendix B – School trips and student transport policy.

### EMERGENCY RESPONSE TEAM (BHV)

We have our own Emergency Response Team (BHV)/First Aider, who are trained to respond if there is an emergency and are fully familiar with the issues posed by the school. Being prepared for and helping in the event of an accident is a key role of the BHV. The number of trained ER officers within the school is regularly evaluated.

We have a coordinator of our ER officers at Optimist International School.

Parents must provide telephone numbers where they, or adult designates, may be reached in the event of illness or injury of their child. These details are filled in the General Application form during enrolment. Please send written notice to [fouzia@optimist-international-school.nl](mailto:fouzia@optimist-international-school.nl) if any contact numbers change during the year.

If something happens and your child needs emergency care during the school day, we take the following steps:

1. If it is only a minor accident, then the child is treated by his/her own teacher sometimes assisted by one of the BHV-ers. As mentioned above, at our school several teachers have received the proper training to respond correctly to accidents or emergencies
2. If we are in any doubt, then we call the parents and if you are unreachable then we call the person whose name you provided us. Parents then take the lead and decide how they wish to proceed
3. If you are not at home and the emergency contact person is also unreachable then a member of staff will take your child to a doctor, or if necessary, to the local hospital
4. If it is a very serious accident, then of course we immediately call Emergency Medical Services 112 as well as seeking urgent contact with the parents

All staff should take precautions to avoid infection and must follow basic hygiene procedures. Staff have access to single use disposable gloves. Disposable gloves should always be used when attending to a cut, graze or open wound. Care should be taken when dealing with blood or other body fluids and disposing of dressings or equipment. All large blood spillages must be cleared up immediately. All swabs, cotton wool etc. used to clean up a blood spillage must be disposed of in the bin.

### FIRE SAFETY

A good level of maintenance is important from a safety point of view. The municipality has the task to see that owners / users ensure that the fire safety of their building meets the requirements laid down by law and regulations. A part of this is the Evacuation plan for the 'Brede School Floriande-midden'. The fire-fighting equipment present at school is checked annually through the SOPOH. The Director is responsible for the organisation in cases of calamities and emergency situations.

There are enough trained emergency responders at the school (see chapter Emergency response team). They follow compulsory training. A division of tasks amongst the ER officers and between the ER officers and the Director has been established. An evacuation plan has been drawn up. The evacuation plan is practiced at least twice a year. The appropriate occupancy permit has been issued by the fire brigade. Our insurance policies have been taken out through our SOPOH foundation. These include insurance for: fire, theft, vandalism, WA.

### TRAFFIC SAFETY


In order to minimise the risk during transport of pupils and to guarantee safety, the following rules have been drawn up:

During school hours, private transport is permitted provided that:

- All drivers must have a full and valid driving license for the class of vehicle they own and be free of any motoring convictions, and be willing to present their driving license for inspection if requested





- 
- A passenger insurance policy has been taken out with a cover when carrying children. Ideally, a damage / occupant insurance should also be in place since it covers personal injury in the event of accidents
  - All vehicles must conform to all legal requirements
  - The driver(s) of the car drives at his/her own risk and on his/her own account. Damage to cars or a claim to cover own risk is not reimbursed
  - There are no more people in the car than the number allowed on the policy
  - Each child must be restrained by a seat or lap belt and no child should be transported in the front passenger seat, except for the driver's own child at their discretion
  - A child between the ages of 3 and 12 and smaller than 135 cm and lighter than 37 kg must be secured in a suitable child protection device both in the front and the rear of the car (such as a child's seat or booster seat) secured with the seat belt.
  - Infants in groups one and two must always be secured in a child protection device suitable for him or her (such as a toddler chair or booster seat) with the seatbelt
  - It is the driver's responsibility to see the seat is used
  - The Director has granted permission.

All year groups may travel by bus from a bus company or by taxi on a school trip provided the following conditions are met:

- One child per seat using available seat belts
- There are no more persons than the maximum number of passengers allowed for the bus
- All instructions from the driver are followed
- There is always guidance from adults
- The Director has granted permission.

Children from the older year groups may also use public transport for school trips. The following also applies:

- One child per seat using available seat belts when available (which is not always the case in our public transport)
- All instructions from the driver are followed
- There is always guidance from adults
- The Director has granted permission.

Children from the older year groups may also use their bikes for school trips. The following applies:

- Children cycle in a row with two children side by side
- There is always guidance from adults
- There is at least one adult in front and one adult at the back
- Some persons wear a safety vest to be clearly visible in traffic
- The Director has granted permission.

#### ACTIVITIES THAT TAKE PLACE OUTSIDE OF SCHOOL HOURS:

Activities that take place outside of school hours, e.g. sports tournaments or after school activities, but which are supported by the school, are the responsibility of the parents. For each of these activities parents of children involved must be sufficiently informed about the activity. In the case of activities outside school, the parents must arrange the transport of their children themselves.

#### PHYSICAL EDUCATION

Care is always taken and dangerous behaviour is avoided: loose garments and difficult to remove pieces of jewellery are securely fastened or covered with a plaster, other jewellery is removed and long hair is tied back, so that no dangerous situations can arise.

#### WEAPONS

The use of any object as a weapon is forbidden and children are not permitted to take such item to school or have them in their possession at school. If such objects are brought into the school and are seen (discovered) then they are taken away by the teacher. The teacher informs the parents of this.



#### SMOKING, ALCOHOL AND DRUGS

There is no smoking in the school building. Smoking by adults may be allowed at a place designated by the Director which is not in sight of the children. The use of alcohol or the presence of alcoholic beverages is not permitted at school. The Director may allow parents and staff members permission to drink alcohol during meetings. No one is allowed in the school if he/she is under the influence of, or in possession of (or wishes to sell) cannabis, ecstasy, heroin, cocaine or other drugs.





## ONLINE AND INTERNET SAFETY

Social media play an important role in the lives of students and teaching staff. The use of social media is part of the behaviour of students within the school. Social media can help to improve education and make lessons more fun, to stay in touch with friends, to experiment and to push boundaries. But social media also involve risks, such as bullying and the unintentional sharing of photographs or other data.


With these regulations, discussions can be held at school, in the classroom or at home about what is (and what is not) acceptable on social media. The agreements apply to all students, staff and volunteers of the schools within Stichting Openbaar Primair Onderwijs Harlemmermeer (SOPOH) for the use of social media on mobile phones and other (mobile) devices. Not only at school and in the classroom, but also in the media use outside the school.

With the use of social media, we mean the use of programs with which information can be searched for, shared and presented online. Examples include Facebook, Twitter, Instagram, YouTube, Snapchat, but also all (new) similar programs and apps.


### AGREEMENTS ON THE USE OF INTERNET AND SOCIAL MEDIA

These regulations apply to all students, staff and volunteers of the schools that form part of Stichting Openbaar Primair Onderwijs Harlemmermeer (SOPOH), regardless of where they use their social media.

- \* We treat one another kindly and with respect and accept everyone as they are. That is why we do not bully, hurt, stalk, threaten, damage or vilify one another, also online
- \* Staff and interns have no chat contact (e.g. WhatsApp or Facebook) contact with students. A group app with the teacher can be an alternative, only if all students can access it
- \* Staff members do not communicate with parents and students via their private Facebook page and similar private platforms. An exception to this is the social media pages of Optimist International School itself, which is known to parents, students and teachers and accessible to everyone
- \* Personal sites (such as Facebook, Twitter, Instagram) are not used at school
- \* Children are not allowed to chat during school hours (unless there is a specific learning purpose, e.g. about social media use)
- \* The school will try to make targeted searches as safe as possible limit and / or prevent surfing behaviour without obligation
- \* Everyone is responsible for what they place or forward/retweet on social media and can be held accountable for this. Everything that is communicated via the internet and social media can still be found for a long time to come.
- \* When using the internet and social media, we take account of the good reputation of the school and everyone involved, such as teachers, educational support staff and parents
- \* Digital means of communication / devices are used for learning purposes. Also, mobile phones can be used for these purposes in some situations. Furthermore, the mobile phone is turned off during school hours. The teacher must give permission for the use of a mobile phone or social media in the lesson
- \* We respect one another's privacy. Therefore, when using the internet and social media, no private information, visible photos or videos are distributed to others, if they have not given permission for this, or if they may suffer negative consequences
- \* Internet is only used for acceptable purposes. The school does not work with filters. We point out to the children the responsible use of the internet and teach them. The teacher supervises this usage and can also monitor usage. At school it is not allowed:
  - o to visit sites or download and distribute information that is pornographic, racist, discriminatory, abusive or offensive.
  - o to hack and gain unauthorised access to non-public sites or programmes.
  - o to hack, excessively download or overloading the network
  - o to share information, photos or videos that are clearly not intended for further dissemination. Keep your passwords secret.
  - o to send fictitious messages or use a fictitious name as sender.
  - o to harass someone, to pursue them or to 'flame' them.



If we find out that the agreements are not being followed, this will first be discussed with the person concerned. This will be reported to the teacher and management. In the event of a serious offence, the management of the school may decide to impose a measure, which may consist of confiscating the telephone (or similar communication equipment), excluding access to the school's network, imposing a disciplinary measure or in extreme cases, the suspension or removal of the student from school. In this case contact is always made with the parents of the student. In addition, the management can contact the police in the event of a criminal offence.





## HEALTH, MEDICINES AND EMERGENCY SITUATIONS

In this chapter we describe our first aid facilities and our protocol regarding medicines, medical treatment and emergencies and contagious diseases.

### FIRST AID FACILITIES

The school has first aid kits located within the school. The ER officers at school share responsibility for checking and restocking the first aid kits (see chapter Physical Safety).

### MEDICINE, MEDICAL TREATMENT AND MEDICAL EMERGENCIES

Some of our students suffer from potentially serious allergies or medical conditions. We have a strict policy regarding medicines, a separate policy to be considered as an appendix of the Safety policy. This Medicines policy covers students becoming unwell, the administration of medicines, long term medication and emergency medication, medical procedures and emergency situations. It is the policy of the school not to administer oral medicines during the school day. Exceptions and emergency situations are covered in the Medicines policy, to be found in [SharePoint - School documents and protocols for staff – School documents and standards](#).

We ask parents not to bring nuts to school and that they be avoided for snacks or lunch, since they provoke strong allergic reactions in some children.

### CONTAGIOUS DISEASES/INFECTIONS

The relevant guidance provided by the GGD (Health Department) is available at the school. If a contagious disease is detected contact should be made with the Director. If necessary, the Director will contact the GGD to determine what further action is necessary. The director may exclude pupils who have or are suspected of having a contagious disease. Parents of the children who belong to the same class as the affected pupil may be informed if necessary. The school reserves the right to send the pupil home in case of doubt. Parents are requested to inform the School if their child has been diagnosed with a contagious disease.

The municipality regularly inspects the school and the gym for legionella.



## CONTACT BETWEEN STAFF MEMBERS AND PUPILS AND BETWEEN STAFF MEMBERS

In this chapter our policy on different types of contacts between each other.

### ONE-ON-ONE CONTACT BETWEEN STAFF MEMBERS AND CHILDREN

Sometimes it is necessary for a teacher to talk one-on-one with a child. When this happens, the teacher should inform a colleague and make sure they are in their room or they are visible from the corridor (with the door open). If it is necessary to speak to children after school, the children should only stay at school for a maximum of 15 minutes and parents must be informed about this.

### HOME VISITS OR AFTER SCHOOL TUTORING

Only in special cases (such as a long-term illness of the staff member) pupils may be invited by the staff member to their home. Pupils are not invited to a staff member's home without the parents' knowledge. Staff members do not go on home visits to pupils without the parents' knowledge.

The provision of paid tutoring, at the request of parents, after school, to pupils of their own school is not allowed due to potential conflicts of interest.

### COMFORT / REWARD / CONGRATULATING

Children are comforted when they are sad or in pain in a suitable manner by means of words, a comforting arm, etc. Cuddling or taking a child onto the lap in lower or middle-class buildings may be correct but must be functional and always be in the sight of several others. The wishes and feelings of both children and parents are respected. Children have the right to indicate what they like or do not like. Congratulating a child is by means of a handshake.

### ASSISTANCE WITH CHANGING CLOTHES

It is common for infants to need help dressing and undressing, also sometimes when going to the toilet. This can also occasionally occur in groups 1, 2, 3 and 4. This help is part of the normal duties of the staff involved. From year group 4 onwards, assistance with dressing and undressing is no longer necessary. It can happen however that pupils must partially undress or change clothes in certain situations, for example injuries sustained at school or in changing clothes for concerts, etc.

The staff members involved consider the wishes and feelings of the pupils - professionalism must always be exhibited. An open question such as: "Do you want to do it yourself or would you prefer for the teacher to help you?" is normal for older pupils.

During dressing before and after the gym class, the staff of year groups 5, 6 and 7 enter the changing room for the opposite sex after a pre-agreed signal. If the situation requires it, the staff member is entitled to enter the changing room without a signal. In case of emergency, immediate assistance is provided by every member of staff.

### EXTRACURRICULAR ACTIVITIES

During the school camp boys and girls sleep in separate rooms. If possible, boys and girls use separate toilets and showers. If the situation requires it, it is possible that a pupil sleeps in the room of the Director (in a separate bed). This only happens after consultation with the entire staff team present.

During times when pupils are getting clothes on/off or changing outfits the relevant classrooms are only entered by staff members after a clear, pre-agreed signal. In this way, the developing feelings of self-consciousness of boys and girls are considered



## CLOTHING AND APPEARANCE

### CLOTHING / PERSONAL APPEARANCE OF STAFF

Clothing is often influenced by the current fashion trends. Appearance/personal hygiene also has everything to do with the role of setting a good example which staff members have. Besides behaviour, clothing also contributes to the representative appearance of the staff members. Clothing also definitely influences the status of a teacher. Examples of inappropriate clothing: beachwear, sports shorts, too deep cleavage, too short trousers, too short sweaters and skirts, clothing with sexist or discriminating texts, vest tops for men, unkempt clothing and slippers/flip-flops.

Appearance/personal hygiene can be a charged subject. If their appearance/ personal hygiene is inappropriate, then other staff members should personally point this out. When necessary the Director will also talk to staff members if they do not pay enough attention to their appearance/personal hygiene.

### APPEARANCE AND PERSONAL HYGIENE OF CHILDREN

If pupils dress too conspicuously or are unkempt, a staff member will discuss this, in the interest of the child, with the pupil and / or parents involved. For children, the rule also applies that no sexist or discriminating texts may be on their clothing. Even in warm weather the children should be normally dressed and never exhibit a bare upper body in the classroom.

If a pupil's appearance / personal hygiene is not appropriate, then a staff member will discuss this with the pupil and / or parents concerned. We believe this is always in the interests of the child.

No caps and / or other headgear are worn in the school unless this is contrary to a religious conviction. Because of mimicry / interaction, the face must remain uncovered.



## INCIDENT REGISTRATION

The Occupational Health & Safety Act requires that a risk inventory and evaluation (called RIE for short) together with an action plan, are always available. This RIE contains an overview of the risks present within the school, as well as the associated 'plan of approach', in which measures are described by which the risks are managed/minimised as much as possible. During the various consultations at school and based on the annual appraisal interviews that are held with each staff member, issues can be identified that need to be included in the action plan.

Serious incidents must be reported to the board immediately. Every year a report is drawn up about any incidents of aggression and violence. Points for improvement can be identified based on this.

All accidents that occur during school hours are reported to the Director. In the event of an accident and/or physical/verbal violence, a note must be made in our monitoring system in the category: Incident registration. Every staff member has access to the system and is responsible for keeping correct records. Our standard practice is to register an incident if a member of the Emergency Response Team has been called upon to assist. Minor/innocent incidents (falls or abrasions, etc) are not recorded. If a note is made in our system, parents will also be informed. Every year a report is drawn up about the reports in the accident register. Points for improvement can be identified based on this.

If an employee has an accident which requires medical attention this must be reported to the Health & Safety Inspectorate. This is the responsibility of the Director.

The law on participation in education requires that every agreement reached on, or amendment to, rules regarding health, safety, or welfare at school require the prior consent of the Participation Council. In addition to this consent function, the Participation Council (MR in Dutch) also ensures that the school safety policy is and remains on the school's agenda. They discuss this with the Director and offer support and advice.





## PRIVACY

The school processes personal data of all its students. The school considers that the proper handling of personal data is vitally important and is aware of the privacy legislation. The school is responsible for the careful handling of your child's personal data. In these explanatory notes we would like to explain how we handle your child's personal data.

### WHY DO WE PROCESS YOUR CHILD'S DATA?

The school processes your child's personal data in order to comply with our obligations as an educational institution. For example, we need the data to register your child as a student at our school, to keep track of their study progress and to enable your child to obtain a diploma. In addition, we are legally obliged to forward certain information to other parties, such as DUO (Ministry of Education) and school attendance authorities (Leerplicht).

We process your child's data for the purpose of implementing the education agreement we have with your child and/or for the purpose of complying with our statutory obligations. We will only process data that does not meet these requirements with your consent. If permission is requested for the processing of data, such as for the use of visual material (photos and videos), you can withdraw or give permission at any time. (Changing permission does not apply to visual material that has already been published).

### WHAT DATA DO WE PROCESS ABOUT YOUR CHILD?

We process various types of data, most of which we have received directly from you as parents. This includes contact details and place of birth. If you refuse to provide us with the information we need, we will not be able to fulfil our obligations. The provision of this information is therefore a condition for your child to be able to enrol at school.

At your own request and with your explicit consent, we will also process your child's medical data. This is limited to the information needed to act properly in emergencies. For example, you may report that your child has epilepsy, so that we can take effective action in emergency situations. The school will never force you to provide such information.

### HOW DO WE HANDLE YOUR CHILD'S DATA?

The processing of the data is always based on necessity; we will not process more data than is necessary to comply with our rights and obligations as an educational institution. This also means that the data will not be used for purposes other than those referred to in these explanatory notes. In a few cases, as indicated above, we are obliged to share your child's details with other organisations.


These include school attendance authorities (Leerplicht), the Dutch Inspectorate of Education, Municipal Health Service (GGD)/school doctor, the SEN consortium (Passend Onderwijs) and the accountant.

We may request commercial third parties to assist us in processing the data for the purposes. This may involve applications to support students in their lessons, an administration system in which the data is not stored on our own network but with another organisation, or a curriculum program. This is always done by order and under the responsibility of the school. We conclude agreements with these organisations, which lay down, among other things, which data is processed and how it is secured.

We will not share your child's data with commercial third parties for any other purpose. In addition, we will never sell or lease your child's data to third parties. The personal data is stored in encrypted form as much as possible and only those members of staff can access the data that they need to perform their activities. In addition, we do not store the data for longer than is necessary. We use different retention periods for this, which are provided for and laid down by law. The retention period of completed examinations is, for example, two years after 2 the termination of the education agreement. Data from the student administration is generally kept for seven years.

### WHAT RIGHTS DO STUDENTS AND PARENTS OF STUDENTS UNDER 16 HAVE?

As parents, you have rights regarding personal data. These rights are laid down by law. Students and/or parents can make use of these rights at any time. This means, for example, that you can always submit a request to inspect the data we process about your child.



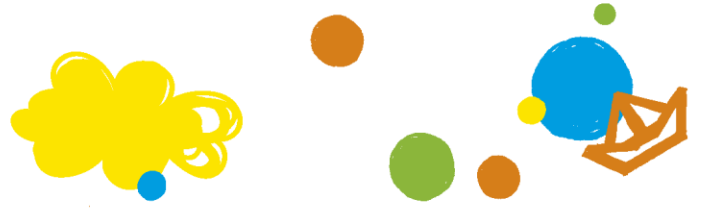
In addition, you can also request that data be rectified, limited or completely deleted from the school's systems. You always have the right to supplement or rectify incorrect data. We will then ensure that this data is also adjusted by organisations with which we share and/or exchange this data about your child. If you ask us to limit or delete your child's data, we will determine whether this is possible. When doing so, we comply with the statutory provisions and examine, for example, whether we do not have a statutory obligation to retain the data.

You also have the right to request that the data that we process from your child and that we have received from you be transferred to you or, at your request, to another organisation. The school will not make any decisions about your child, which are only based on automated data processing (profiling). Decisions are never taken without human intervention.

If you disagree with how we handle your child's data, you can always seek clarification from our Data Protection Officer (see the school contact details). If you do not think your problem will be solved properly, you can report this to the Personal Data Protection Authority ([www.autoriteitpersoonsgegevens.nl](http://www.autoriteitpersoonsgegevens.nl)).

#### SUMMARY OF THE CATEGORIES OF PERSONAL DATA:

Explanatory note	Category
1. Contact details	1a: surname, first name, email, education (e.g. technical sector). 1b: date of birth, gender. 1c: other details, i.e.: address, postcode, place of residence, telephone number and any other information required for communication, as well as a bank account number for handling payments.
2. Student number	a record number which contains no information other than that referred to in category 1
3. Nationality and place of birth	
4. Parents, guardian	contact details of parents/guardians of students (surname, first name, address, postcode, place of residence, telephone number and any email address)
5. Medical data	data necessary for the health or well-being of the student, insofar as this is relevant for taking additional measures in order to be able to properly follow education (e.g. extra time for tests).
6. Religion information	concerning the religion or conviction of the student, insofar as necessary for following the education (for example: student free on a day)
7. Study progress	information concerning the nature and progress of education, as well as the study results attained, i.e.: <ul style="list-style-type: none"> <li>* Examination (information about the examinations)</li> <li>* Study programme</li> <li>* Counselling of student (including development perspective OPP)</li> <li>* Attendance record</li> <li>* Medical file (paper)</li> <li>* Class, grade, qualification</li> </ul>
8. Educational organisation information	with a view to the organisation of education and the provision or making available of teaching materials; this also includes class timetables, book lists, school passes, etc.
9. Finances	information with a view to the calculation, recording and collection of registration fees, school and/or tuition fees and contributions or payments for teaching materials and extracurricular activities. (for example, a bank account number of the parents)
10. Visual material	photographs and video footage (with or without sound) of school activities based on permission. Please note: Photographs for identification purposes do not require permission (school pass and as a supplement to the file)
11. Teacher / care coordinator / internal supervisor / dean / mentor	details of teachers and supervisors, insofar as these details are relevant to the organisation of the establishment and to the provision of education,



12. BSN (PGN)

training and development

Within education, the BSN (Citizen Service Number) is called the personal number (PGN). It is also referred to as 'education number'. The PGN is the same number as the BSN. Schools are obliged to use the PGN in their administration.

13. Chain ID (Eck-Id)

unique iD for the 'educational content chain'. This allows schools to share data without this being directly traceable to students or teachers.

14. Other details,

i.e. .... information other than that referred to under 1 to 11, the processing of which is required or necessary with a view to the application of other legislation. These will be mentioned and explained separately.





## FINAL PROVISIONS

### SAFE RECRUITMENT OF STAFF

Optimist International School is committed to ensuring that those who take up appointments or who work in and with the school do not pose a risk to the children in its care. For the school to make safer recruitment decisions and prevent unsuitable people from working with children all adults who work in an unsupervised capacity will be required to apply relevant certificate of good conduct as follows:

- ✓ Anyone who has lived or worked in the Netherlands will be required to apply for a VOG (Verklaring Omtrent het Gedrag). The VOG is a certificate that gives your future employer the assurance that your behaviour will not constitute an obstacle for employment. You may apply for a Certificate of Good Behaviour from the municipality where you are registered. The certificate is issued by the Dutch Ministry of Security and Justice.
- ✓ Anyone who has lived or worked in any other country will be required to provide a certificate of good conduct from the relevant embassy or police department
- ✓ The HR Department will help employees as much as possible to acquire the relevant documentation. Certificate of good behaviour (VOG)

### CONFIDENTIAL PERSON (VERTROUWENSPERSOON)

Optimist International School has a confidential person. This person is an independent contact person. You can contact him /her with a question or a confidential subject. Whenever a complaint is made, the complainant can call upon the support of a contact person. He/she listens to the complainant and provides information about possible follow-up steps and offers advice. The contact person is not a mediator, but an advisor to the complainant. The contact person will refer the complainant to an external counsellor in cases of unacceptable behaviour.

Our confidential person is Ms Katie Zalewska. Contact should be made preferably via email:

[katarzyna.zalewska@optimist-international-school.nl](mailto:katarzyna.zalewska@optimist-international-school.nl) but in urgent cases you can also call her via our school phone number.

The school has an external confidential advisor, Heleen de Jong. Heleen is an independent expert from outside the school. In addition to providing information and advice, she can also act as a mediator. The external confidential adviser may assist the complainant if he/she proceeds to submit a complaint. The external confidential adviser is obliged to maintain confidentiality on all matters that she learns about in this capacity. This obligation continues after she is no longer working in the role.

After it has become apparent that an acceptable resolution cannot be found through mutual consultation, a complaint can be submitted to the complaints committee or the board. In the event of complaints from parents and pupils about a school situation in which there may be talk of fornication, sexual assault or another sexual offence, someone in the employment of the board is obliged to report this to the board. The board is then obliged to report the matter to the public prosecutor, because the safety of several children may be at stake.

### STICHTING OPENBAAR ONDERWIJS HAARLEMMEERMEER (SOPOH, OUR BOARD)

Wilhelminalaan 55  
2132 DV Hoofddorp  
tel. +31 23 564 0999  
[info@sopoh.nl](mailto:info@sopoh.nl)

### NATIONAL COMPLAINTS COMMITTEE FOR PUBLIC AND GENERAL EDUCATION

PO Box 162  
3440 AD Woerden  
tel. +31348 40 52 45

### CONFIDENTIAL INSPECTOR

For independent advice in case of bullying and sexual harassment, contact with the confidential inspector can also be made. The confidential inspectors can be reached during office hours at the Central Office of Confidential Inspection: telephone number: 0900-1113111.



#### MATTERS NOT MENTIONED

For matters that are not mentioned in this document, the management team and/or the staff together with any appropriate external organisations can reach decisions together with the Director and the competent authorities as to appropriate steps to take. The provisions and agreements in this document may not conflict with the complaints regulations as determined by the competent authority. In case of emergencies, matters dealt with in this document may be handled differently if safety is at stake.

In [this link](#) you can find a Crisis Plan Guide to prevent and deal with escalating behaviour.

15/11/2021

To be updated, a step by step plan or flag system in case of signals of unsafe home or neglect.



## APPENDIX A — MEDICINS POLICY

Our medicines policy can be found [here](#).



## APPENDIX B — SCHOOL TRIPS AND STUDENT TRANSPORT POLICY

Our policy School trips and student transport can be found [here](#).

