
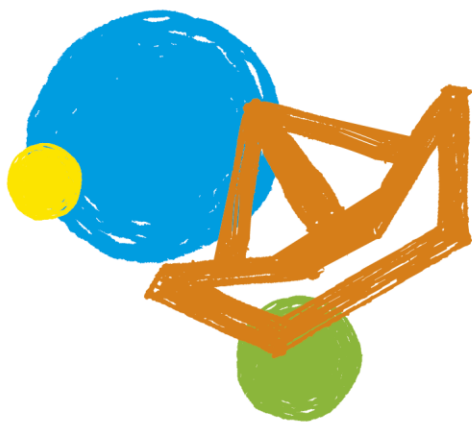




Safety policy

2024-2025



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**OPTIMIST
INTERNATIONAL
SCHOOL**

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INTRODUCTION

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

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

Hoofddorp, 29 June 2024



CODE OF CONDUCT

We apply the following basic rules of conduct and monitor compliance. All sections of the school (teaching staff, students, management, office staff, and specialists) 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.

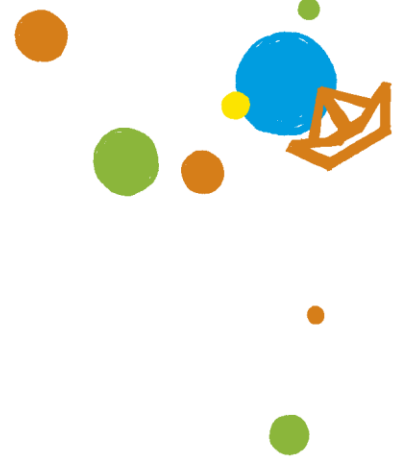
Our rules of conduct

- * 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 (students, 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 management and the parents as soon as possible to report and explain what has happened. If the student's parents file a complaint with school management, a meeting is arranged between the parents, the person involved and management. If no satisfactory solution is reached during the above meeting, management advises the parents to lodge the complaint with the board and/or the confidential advisor. The confidential advisor 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 school management. In this situation the Floreer protocol supersedes this Safety protocol and can be found here: [240516. Protocol gedrag ouders - vastgesteld op 29 mei 2024](#)
[240516. Factsheet protocol gedrag ouders vastgesteld op 29 mei 2024.pdf](#)
- * By a student: If a student violates the code of conduct, the protocol Unacceptable behaviour is followed (see chapter Unacceptable behaviour)
- * For all complaints, support can be requested from the school's confidential advisor, Mrs. Katie Zalewska.






PEDAGOGICAL CLIMATE

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

- ✓ We approach the students with an **open and positive basic attitude**.
- ✓ We ensure **predictable teacher behaviour**. Students know what is expected of them and what the limits are. We are clear and consistent and react in basically the same way (predictably) to situations and behaviour. We reinforce behaviour we wish to see.
- ✓ We **provide structure** so that the students know what is coming (e.g., a visible day planning, fixed sequence of activities)
- ✓ We exercise a **positive control** on behaviour 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 students as much as possible)
- ✓ We **anticipate possible problems**. Because we know the students, 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 discuss this in advance.
- ✓ We ensure that students are always **under the supervision** of teaching staff. In this way, students also know there is always someone around who they can go to with questions or problems.
- ✓ We enable and invite both students 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 bad behaviour is often not unwillingness. If students find it difficult to behave in a certain way, we examine what these students 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 via our care team.
- ✓ We speak to a student 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. We also work together by **involving colleagues** or discuss situations in supervision sessions.
- ✓ We reinforce desirable behaviour 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 are an important part of our social and emotional curriculum. Our personal goals are thinker, adaptable, resilient, collaborator, communicator, respectful, empathetic, and ethical.

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 student's development as compassionate and well-rounded human beings as well as building their capacity to learn. During Jigsaw lessons sensitive issues might be brought up. 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.

We monitor the social-emotional development of our students with a standardized assessment in all groups: Student 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.

When the PASS shows a reason of concern, we first discuss this with the student, and when required, also with parents, after which we take further action when deemed necessary.

We also monitor social safety and well-being of our groups 5 – 7 students annually with the accredited Scholen met Success survey.

UNACCEPTABLE BEHAVIOUR OF STUDENTS

However good the agreements and the predictability or the help that is provided, sometimes things go wrong. 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. With this step-by-step plan we ensure that the relationship between the student and the teacher remains good and is not put under pressure. This clear approach also helps to partner up with parents about the behaviour, by involving them at the very early signs of unwanted behaviour.

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

In this comprehensive step-by-step plan, there is one fundamental principle that must always take precedence: alongside applying sanctions, **we also extend a helping hand**. This is achieved by formulating a proactive action plan and conducting periodic evaluations as needed, in collaboration with both the parents and the student, considering the progress of the situation.

The steps below are to be followed in that sequence. The steps are first summarized in an infographic. The full version of which you can find here: [Unacceptable behaviour graphic 2023-2024.pdf](#)

STEP-BY-STEP PLAN UNACCEPTABLE BEHAVIOUR



What is unacceptable behaviour?

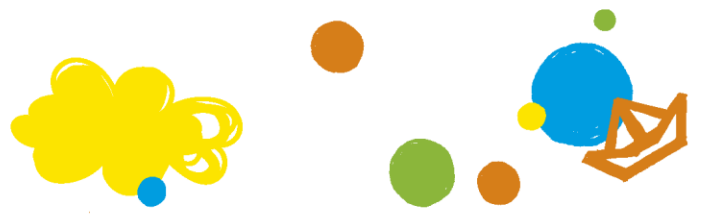
Unacceptable behaviour refers to actions or conduct that is not in line with the expected standards of behaviour and values set of our school community. It involves behaviours that are disruptive, harmful, disrespectful, or contrary to the well-being and safety of students, teachers, or staff, such as:

- * **Bullying:** Any form of repeated, intentional, and aggressive behaviour, such as physical, verbal, or cyberbullying, which causes harm, fear, or distress to another student
- * **Physical violence:** Engaging in acts of physical aggression, such as hitting, pushing, kicking, or any form of physical harm towards classmates, teachers, or staff.
- * **Verbal abuse:** Using disrespectful, offensive, or derogatory language, name-calling, or engaging in verbal attacks that belittle or humiliate others.
- * **Disruptive behaviour:** Behaviours that interfere with the learning process, such as consistent talking out of turn, not following instructions, being consistently late, or intentionally causing distractions.
- * **Theft or vandalism:** Stealing or damaging school property, including personal belongings of fellow students, teachers, or staff.

- * Inappropriate language or gestures: Using profanity, engaging in sexually suggestive or explicit language, or making inappropriate gestures that are not suitable for the school environment.
- * Discrimination: Treating others unfairly or differently based on their race, gender, ethnicity, religion, disability, or any other protected characteristic.
- * Cyber misconduct: Engaging in online activities that are harmful, including cyberbullying, spreading rumours, sharing inappropriate content, or engaging in any form of online harassment.

Approach on the first signs of unacceptable behaviour

- * The teacher observes the behaviour, e.g., **the frequency and possible triggers**.
- * 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.
- * 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. We then choose the best course of action given the circumstances. This may take the form of **an individual education plan, involving the student, the parents, our School Counsellor, and possibly certain experts, such as our child coach**.
- * In the case of **serious misconduct** such as physical violence, or very upsetting behaviour, even when this occurs for the very first time, parents are asked immediately to **pick up the child**, after which a conversation with all involved can happen after school time. Management is informed, and depending on the misconduct next steps are decided.
- * If a student is briefly (5 minutes) **sent to a colleague** (not sent to a hall alone) in another class within his/her unit, the teacher discusses the student's behaviour with him/her at a later moment in the day.
- * If **several students are involved**, the teacher has a conversation with each child separately and then follows this with a conversation with all those involved. The teacher asks reflective questions.
- * After each incident, a child offers his or her **excuse** to the student and/or teacher in question, or in any other way it's clear that the situation is solved.
- * **The incident will be reported to the parents** after the end of the school day, from the perspective to collaborate to prevent such behaviour from happening again, in the interest of the child's future. The student is asked to discuss what happened with the parents him-/herself, and will be told that the teacher will contact them too. When other children are involved, these parents are informed to about the incidents and action we took (without mentioning names or details). When parents are approached this is preferably done in person or by phone (instead of Parro).
- * **Any conversation with parents, or serious incident is noted in our children's registration system Parnassys**. When parents are called about a situation, this is a reason to be extra alert as a teacher to the behaviour of the student in question and to investigate what this student needs, together with our School Counsellor and possibly certain experts, such as our child coach, to prevent it from happening again.



Warning

If serious measures such as sending a student to another teacher, and having contact with the parents or doing the intervention, have had no effect, then the following steps are taken.

The parent(s) and student are invited to the school and a meeting takes place between the teacher, parents, and the child. First the specific behaviour is described in facts (non-judgmental) and the effect of this behaviour on others, or the teacher is explained. The teacher explains that continuance of this behaviour 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 School Counsellor to assist in this meeting. The conversation is recorded in our student's registration system Parnassys. The report is mailed to the parent(s), and the date of this email sent is added to the note. A follow-up meeting is scheduled for evaluation (after 4 - 6 weeks).

Official warning

An official warning is given if an incident occurs again in a short period (couple of weeks), despite the intervention.

Parent(s) and student 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 student registration system Parnassys. 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 from happening.

The conversation is recorded in our student's registration system Parnassys. The report is mailed to the parent(s), and the date of this email sent is added to the note. An educational plan or an agreement is made in consultation with both the parent(s) and the student. The school counsellor or other specialist can be involved for advice. This is also registered in our student registration system Parnassys and then evaluated with parents and the child after about 4 - 6 weeks during a follow-up meeting.


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

Yellow card

If behaviour is again unacceptable - earlier than the planned evaluation moment- despite the official warning and the intervention, a yellow card is given orally by management of the school in a meeting between the teacher, the parent(s), the student, and management. A report of this conversation is made in our student registration system Parnassys by the teacher. The report is mailed to the parent(s), and the date of this email sent is added to the note.

An (updated) educational plan or an agreement is made in consultation with both the parent(s) and the student. The school counsellor or other specialist can be involved for advice. This is also





registered in our student registration system Parnassys and then evaluated with parents and the child after about 4 - 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 student is sent home. The parent(s) always pick up the student. The student is not allowed to go home by him/herself. The student may not come to school the next day. Home learning is provided by the teacher. The teacher informs management and makes an appointment with all parties: the teacher, the parent(s), the student, and management. The time-out situation is explained by management. A report is made of this conversation in our student registration system Parnassys by the teacher. The report is mailed to the parent(s), and the date of this email sent is added to the note. An (updated) educational plan and an agreement is made in consultation with the parent(s) and student. The school counsellor or other specialist can be involved for advice. This is mailed to the parent(s). This is also registered in our student registration system Parnassys and then evaluated with parents and the child after about 4 - 6 weeks during a follow-up meeting.

Red card

When the situation continues to occur despite previous interventions, the teacher informs management and makes an appointment with all involved: the teacher, the parent(s), the student, and management. During a meeting, the red card is given orally by management. Management decides the number of days that the student will be suspended for, in consultation with the board of Floeer. A student can be suspended for a maximum of 5 days. With the consent of the board, the school proceeds with suspending the student. **It is essential that all previous steps and behaviour has been recorded to justify suspending a student in our student registration system Parnassys.** A report is made of this conversation in our student registration system Parnassys by the teacher. The report is mailed to the parent(s) by management, and the date of this email sent is added to the note.

An educational plan is made in consultation with parent(s) and student, and this is evaluated after approximately 4 - 6 weeks. The school counsellor or other specialist can be involved for advice. This is emailed to parents by the teacher.

Floeer protocol states: In the case of suspension (several days of removal from school) contact is always made with Floeer board. 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 student. A student can be suspended for a maximum of 5 days. This means that if a student 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 Floeer 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 Floeer protocol 'Expulsion and suspension'.



Crisis plan guide

In the '[Crisis Plan Guide](#)' more tips can be found 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 students, is prevented as much as possible and certainly not tolerated.

In member of staff - student relations:

1. In the event of violation of the above rule due to an emotional reaction, the member of staff will communicate this to management.
2. The staff member or management contacts the parents as soon as possible to report and explain the incident.
3. If the students' parents file a complaint, a meeting is arranged between the parents and management. 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, management 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 management to report and explain the incident.
2. A meeting between the employees involved is arranged, when deemed necessary with management joining.
3. If one of the staff members concerned files a complaint, a meeting between the employees involved and management is arranged wherever possible.
4. If no satisfactory solution is found during the above meeting or if a conversation is not possible, management will present this situation to the board.

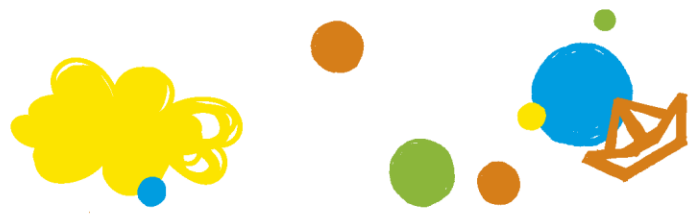
In staff member - parent relations:

1. In the event of violation of the above rule due to an emotional response, one of the parties involved reports this to management.
2. A meeting between the parties involved is arranged, when deemed necessary with management joining.
3. If one of the parties involved files a complaint, a meeting between the parties involved and management is arranged wherever possible.
4. If no satisfactory solution is found during the above meeting or if a conversation is not possible, management 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 this situation the Floerer protocol supersedes this Safety protocol and can be found here:

[240516. Protocol gedrag ouders - vastgesteld op 29 mei 2024](#)

[240516. Factsheet protocol gedrag ouders vastgesteld op 29 mei 2024.pdf](#)



In student - student 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 students involved. Parents of involved students are informed (preferably in person or by phone)
3. If no satisfactory solution is found during the above meeting or a conversation is not possible, management is informed. Management will try to mediate in the situation that has arisen.
4. If no satisfactory solution is found or a conversation is not possible, management will invite the parents involved for an interview.
5. If in the meeting with the parents does not result in a satisfactory solution being found or a meeting is not possible, management 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.
6. In addition to the above-mentioned steps and in case of repetitive violent behaviour of a student see the steps described under Unacceptable behaviour

In parent - student 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 management.
2. Management will consult with the parent concerned, the student and the parents of the student involved.
3. If no satisfactory solution is found or a meeting is not possible, management 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 management.
2. Management will consult with all parties involved and expressly state that this behaviour will not be tolerated at our school.
3. If no satisfactory solution is found during this conversation or if a conversation is not possible, management 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 incident registration folder and in our student registration system Parnassys as an incident and are discussed with management.





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.

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.

Bullying is a problem that we face and tackle seriously. Our agreements 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 students to think positively about themselves and others. The personal goals are taught explicitly.
- ✓ Whether or not there is a known instance of bullying, the subject of 'bullying' is discussed at school with the students.
- ✓ We acknowledge bullying is a problem for all parties directly involved: students (bullied students, 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 students 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.
- ✓ We make students aware that we have a confidential adviser (Mrs Katie Zalewska) they can turn to, and how to approach her.
- ✓ 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 and/or the School Counsellor becomes involved. They can investigate the problem, consult experts, and advise the competent authority.



Interventions on bullying

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

1. First (and together) the students should try to resolve the problem.
2. At the point where one of the students 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 students are informed, and a note is made in our student registration system Parnassys.
5. In case of repeated bullying behaviour, the teacher makes a clear statement to the student 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 about the circumstances and his/her role in the bullying problem to promote awareness and reflection, and alternative behaviour.
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 experts. The school and parents will work together on these solutions. A report is made in our student registration system Parnassys, including agreements reached. The teacher always offers help to the bullied student 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.
8. If- in the meantime the bullying still occurs - the school Counsellor and/or the school coach or school doctor or other expert help is called in
9. In addition, in consultation with management, 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. This can be supplemented with detention during PE lessons or lunch/play time. During these periods, the bully reports daily to management
10. If it turns out that previous steps have not helped adequately, in discussion with management, next steps will be taken.

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

- * The bullied student is shown compassion, listened to, and asked: how and by whom have you been bullied?
- * Observe how the student 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 student 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 bullies bully.
- * Find out which solution the child wants.
- * Focus on the strengths of the bullied student.

- * Talk to the parent(s) of the bullied student and the parent(s) of the bully(s)
- * If required/desired, seek additional guidance from, for example, the school counsellor 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; sanction a child who bullies - reward if a child keeps to the rules.
- * Teach students 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 child(ren)

- * 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 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.
- * GGD can be involved by parents to support them.

Advice to parents of bullies

- * Take the problem seriously.
- * Do not panic, every child runs the risk of becoming a bully.
- * Try to investigate the cause.
- * Make your child sensitive to what they're doing to others.
- * Encourage your child to take part in a sport.
- * Correct inappropriate behaviour and compliment good behaviour.
- * Make it clear that you support decisions made by the school.



Advice to all parents

- * Take the parents of the (bullied) child seriously.
- * Encourage your child to treat others well and correct in the case of undesirable behaviour.
- * Compliment good behaviour.
- * Set a good example yourself.
- * Teach your child to stand up for themselves and others.

Advice to students

- * Talk to each other about bullying.
- * You are braver if you say NO, and not if you join the bullying.
- * If there is something wrong always tell a teacher, parent, confidential person, or any adult.
- * Try to put yourself in the shoes of the person being bullied.
- * Do not form rival groups, play together.
- * Do not shut others out, discriminate or gossip, write notes about others, and do not use the internet or phone to do so either.
- * 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 over you.
- * Help another who is being bullied and do not shut them out.
- * Laugh with each other, 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 students with mutual respect.

That is why the following principles apply to students, staff members and parents within the school and are part of rules of conduct mentioned earlier:

- * 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 students, 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 students) from using sexist language, sexually tinged jokes, allusions, and a manner of speaking that is perceived as sexist by students 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 students and/or other people involved in the school and ensures that such behaviour does not occur in the student-student 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.

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 OIS.

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. We request parents to send written notice to julie.joly@sopoh.nl if any contact numbers change during the year.

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

- * 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.
- * If we are in any doubt, then we call the parents and if they are unreachable then we call the person whose name you provided us. Parents then take the lead and decide how they wish to proceed.
- * If they are not at home and the emergency contact person is also unreachable then a member of staff will take the child to a doctor, or if necessary, to the local hospital.
- * 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. The fire-fighting equipment present at school is checked annually. Management 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 Emergency response officers and between the emergency response officers and management has been established. An evacuation plan has been drawn up. The evacuation plan is practiced and reviewed at least twice a year. The appropriate occupancy permit has been issued by the fire brigade.

Traffic safety

To minimise the risk during transport of students 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 students. 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.
- * Management 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.



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- * There is always guidance from adults.
 - * Management has granted permission.

Students from the upper 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.
- * Management has granted permission.

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

- * Students cycle in a row with two students' 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.
- * Management 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 students involved must be sufficiently informed about the activity. In the case of activities outside school, the parents must arrange the transport of their students 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 students 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.

Eating and drinking

Students always sit down while eating or drinking. We encourage students to find a designated seating area, to sit down and enjoy their meals or snacks. We discourage eating while walking, running, or standing. When we eat outside of the class we are mindful of surroundings and choose a safe location away from busy corridors, staircases, or areas with heavy foot traffic to avoid collisions and accidents.



Smoking, alcohol and drugs

There is no smoking in the school building. Smoking by adults may be allowed at a place designated by management which is not in sight of the students. The use of alcohol or the presence of alcoholic beverages is not permitted at school. Management may allow parents and staff members permission to drink alcohol during meetings or gatherings. 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.

Insurance

Our insurance policies have been taken out through our Floreer foundation. These include insurance for: fire, theft, vandalism, WA.

SCHOOL TRIPS AND TRANSPORT SAFETY

You can find our School trips and transport safety guidelines in a separate document: [School trips & transport safety guidelines 2023-2024.docx](#)

SWIMMING POLICY

You can find our Swimming policy here: [Swimming policy 2023-2024.docx](#)

ONLINE AND INTERNET SAFETY


Social media plays 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.

Discussions are held in the classroom or at home about what is (and what is not) acceptable on social media. At school our Jigsaw programme and IPC units that cover ICT Computing cover this.

The agreements below apply to all students, staff, and volunteers of the school 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.

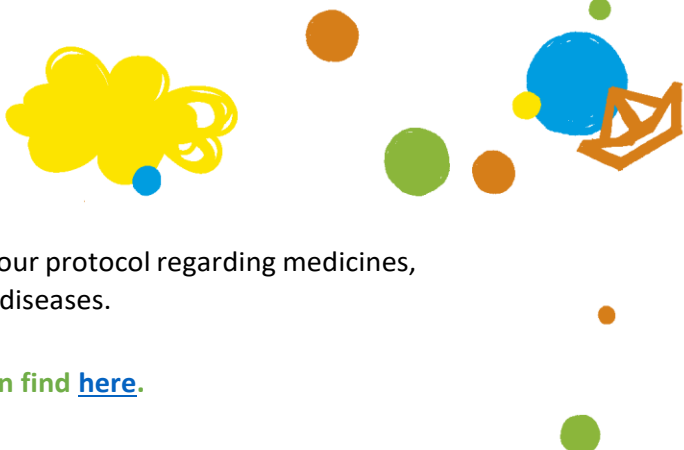
Agreements on the use of internet and social media

- * 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.

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- * 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.
 - * Students 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 students 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:
 - to visit sites or download and distribute information that is pornographic, racist, discriminatory, abusive, or offensive.
 - to hack and gain unauthorised access to non-public sites or programmes.
 - to hack, excessively download or overloading the network.
 - to share information, photos or videos that are clearly not intended for further dissemination. Keep your passwords secret.
 - to send fictitious messages or use a fictitious name as sender.
 - 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, 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 of the student from school. In this case contact is always made with the parents of the student. In addition, management can contact the police in the event of a criminal offence.

HEALTH, MEDICINES, AND EMERGENCY SITATUATIONS



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

We have a separate Medicines policy, which you can find [here](#).

First aid facilities

The school has first aid kits located within the school. The Emergency Replacement 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 in appendix A.

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.

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 students.

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 management. If necessary, management will contact the GGD to determine what further action is necessary. Management may exclude students who have or are suspected of having a contagious disease. Parents of the students who belong to the same class as the affected student may be informed if necessary. The school reserves the right to send the student 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-STUDENTS & BETWEEN STAFF MEMBERS

In this chapter you will find our policy on different types of contact between each other.

One-on-one contact between staff members and students

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 students after school, the students should only stay at school for a maximum of 15 minutes and parents must be informed of this.



Home visits or after school tutoring

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

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

Comfort / reward / congratulating

Students 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 students and parents are respected. Students have the right to indicate what they like or do not. 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 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 students 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 students – 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 students.

During dressing before and after gym class, the staff of year group 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 showers. If the situation requires it, it is possible that a student sleeps in the room of teaching staff (in a separate bed). This only happens after consultation with entire staff team present.

During times when students 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 and 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, unkempt clothing.

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, management will also talk to staff members if they do not pay enough attention to their appearance/personal hygiene.

Appearance and personal hygiene of students

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

If a student's appearance/ personal hygiene is not appropriate, then a staff member will discuss this with the student and/ or parents concerned.

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.


REPORTING CODE FOR DOMESTIC VIOLENCE /CHILD ABUSE

We refer to our specific Dutch Reporting code for domestic violence and child abuse folder on SharePoint, [Protocol Domestic Violence and Child Abuse Reporting Code 2023-2024-2025.docx](#)

In this document we provide information on what we mean by child abuse, how to deal with signals as a teacher according to the Dutch law of child protection, contact details. Additionally, it contains information about responsibilities, report and reflect; active listening and parenting without violence.

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 interviews that are held with



each staff member, or from the Scholen met Succes survey 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 management. In the event of an accident and/or physical/verbal violence, a note must be made in our student registration system Parnassys 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. In these situations also an Incident registration form is filled out and filed. 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 management.

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.

Our [privacy policy](#) can be found in a separate document.

FINAL PROVISIONS

Safe recruitment of staff

OIS 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 students in its care. For the school to make safer recruitment decisions and prevent unsuitable people from working with students 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)

OIS 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@sopoh.nl but in urgent cases you can also call her via our school phone number.

Floreer also has an internal confidential person, her name is Bernadette and her is email: info@in-btweenadvies.nl. Bernadette 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 students 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 students may be at stake.


Floreer Onderwijs en opvang

Wilhelminalaan 55
2132 DV Hoofddorp
tel. +3123 564 0999
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 at 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 management 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.