

Health and Safety Protocol



International School Haarlem
October 2017

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Policy statement

The responsibility for health and safety at the International School Haarlem rests with the Management Board although tasks may be delegated to staff.

It is the duty of the Management Board to ensure, so far as is reasonably practicable:

- the health, safety and welfare of (teachers and other education staff) its employees
- the health and safety of pupils in-school and on off-site visits
- the health and safety of visitors to schools, and volunteers involved in any school activity.

Employees also have a responsibility to take care of the health and safety of themselves and others, and to co-operate with the School to comply with the law.

All employees of the school must:

- take reasonable care of their own and others' health and safety
- co-operate with their employers to implement the requirements of health and safety legislation and the school's health and safety policy
- carry out activities in accordance with training and instructions
- inform the employer of any serious risks.

Under common law all teachers are expected to act *in loco parentis* exercising the same degree of responsibility for the pupils in their care, as would any prudent parent looking after his or her child. The professional duties of a teacher include maintaining good order and discipline among the pupils and safeguarding their health and safety, both when they are authorised to be on the premises, and when they are engaged in authorised school activities elsewhere.

This policy will be reviewed annually and amended in accordance with the experience gained from monitoring and taking into account any new developments in health and safety legislation and guidance.

Liability

We will not incur personal liability for negligence, if we act in good faith and follow the aims and objectives as outlined in school policies. The ISH has employee and public liability insurance cover.

Teachers are not negligent if:

- all responsible steps have been taken to ensure the safety of premises and equipment
- pupils have been taught about the need for safety
- pupils have been systematically prepared for the activity undertaken, and attention paid to safety procedures
- the work and the way it is done is in line with current practice in other schools
- risk assessment policies have been adhered to.

STAFF

Safer recruitment of staff

The ISH 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. In order 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) (see below)
- 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)

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.

Staff code of conduct statement

All employees of the International School Haarlem recognise that our standards of behaviour have a profound and lasting influence on the development and life chances of children and young people and are a signal to current and prospective parents of the standards expected and promoted by the school.

We continue to maintain high standards of working practice and professional conduct. We will adopt in all dealings, a positive manner which shows respect for other people and willingness to compromise.

We will:

- Put the well-being, development and progress of children and young people first
- Take responsibility for maintaining the quality of our working practice
- Help children, young people and each other to become and continue to be confident and successful learners and practitioners
- Demonstrate respect for diversity and promote equality
- Strive to establish productive partnerships with parents, carers and the community
- Work as part of a whole-school team
- Co-operate with each other and other professional colleagues
- Demonstrate honesty and integrity and uphold public trust and confidence in the school.

Please note, all teaching staff who qualified in England are also subject to the General Teaching Council Code of Conduct. Other teachers and professionally certified members of staff may also be subject to similar codes. These remain unaffected by this statement.

Rules and codes of behaviour for all

The following basic rules of behaviour are valid within our school for all students, parents, staff and visitors:

- we accept and respect each other as we are; sex, character, religion, race, physical and/or mental impairment
- we do not engage in any form of aggression, violence and/or sexual harassment
- we neither tease, nor bully.
- we do not destroy property
- possession of a weapon is not tolerated
- possession of fireworks is not tolerated

Be aware that bullying and aggression are increasingly occurring via digital media such as email, chat programmes, SMS etc.. These general rules of behaviour are valid for use during communication in these areas too. The school also has an internet use code of conduct for teachers and students.

These rules and codes will be published in the school guide as well.

Behaviour management

At the ISH we expect the children to behave well and respect each other. We will create an inclusive, stimulating, challenging and exciting learning environment. We expect high standards of behaviour and good care and respect for others. This expectation will be modelled each day by staff, children and parents of the school, fostering and reinforcing good behaviour. We use positive reinforcement strategies wherever possible to enhance, develop and promote good behaviour. We believe children must be taught about our expectations so that they can learn and understand what is acceptable and what is not, and be rewarded as often as possible for good behaviour.

Children's contributions to the school are valued, celebrated and supported.

Praise can be given in the following ways:

- verbal praise or smile
- a written comment on their work and/or student/parent portal? or the opportunity to show their work to other members of the class
- stickers
- special occasional treat afternoons
- good work / achievement certificates
- displays
- referral to the senior staff of school for special mention
- parents informed of good behaviour
- school assembly – star of the week?

Staff expectations at the ISH

As a staff we have a corporate responsibility for encouraging good behaviour and intervening when appropriate. Our strategies for good behaviour management are to

- Clarify what is expected of children and how they should react in different situations
- Act quickly when inappropriate behaviour takes place
- Treat minor incidents as minor, and don't blow out of proportion
- Use a quiet word or look / visual cue to keep children on task for low level disruptive behaviour
- Explain clearly what behaviour we are concerned about
- Model the behaviour we want to see, praise those doing it
- Stay calm and give children the chance to talk
- Try not to ask *Why did you* but *What happened, explain what you think this would achieve etc.*
- Communicate any problems to other teachers and staff so everyone is aware of an issue, and children do not end up being disciplined repeatedly for the same offence
- Keep an open mind and give children the opportunity to correct a mistake.

Induction procedures

All new staff will receive adequate information and training to ensure that they are aware of the school's health and safety arrangements particularly

Physical safety

Fire procedures

On hearing the fire alarm wherever possible all windows and doors should be shut; personal belongings must be left behind. Classes are to walk in silence to the meeting points. Fire drills occur on a termly basis and at various times during the school day. Staff are responsible for becoming aware of the location of fire alarms and extinguishers and nearest escape routes leading to muster points? and this information should be made clear to all other adults and pupils.

The procedure for exiting the building in the event of a fire is displayed in every room. Fire exits must be kept clear at all times.

Fire evacuation procedure

If there is a fire signal and evacuation is necessary teachers will be informed by the Head of School, First Aid Staff members or by the continuous fire signal. Teachers lead their classes out and sweepers sweep the building. Directions are shown on the fire procedure charts in every room.

Safety in PE

- Equipment should be checked before use by the teacher leading the PE session. Teachers should ensure that children have the strength to undertake the skills and tasks.
- Teachers should understand the importance of warming up for and recovery from exercise thus preventing injury.
- Children should be concerned with their own and others' safety in all activities undertaken.
- Children should adopt good posture and maintain control of the body at all times.
- Equipment should be lifted and placed correctly at all times. Four children should carry one mat and lift at the corners.
- Two/four children to carry one bench and walk sideways. Mats should be placed wherever needed.
- Teachers should be aware of the risks of inappropriate clothing, footwear and jewellery. Clothing should not restrict movement but should not be loose. Shorts should be above the knee. Shoes should be close fitting and have good traction. Hard plastic soles should not be worn.
- Long hair must be tied back.
- Children must respond readily to instructions and signals within established routines and follow relevant rules and codes.
- Chasing games must not be played where large apparatus is used as an obstacle. Teachers should know of any medical conditions of the children in their care.
- For off-site PE activities children must walk in an orderly fashion with a minimum of one teacher leading the group and if possible one teacher or teaching assistant at the rear. Attention to road safety must be stressed to the children.

PE taught by specialist teachers in follow the health and safety and good practice guidelines. Risk assessments are made for any sport that is considered appropriate, at the discretion of the PE co-ordinator in conjunction with the Headteacher if necessary.

Teachers should fill in a swimming register prior to leaving school and numbers should be checked before and after the lesson. The responsibility for the teaching of swimming rests with a qualified swimming instructor if there are swimming lessons provided (not the case in 2017-2018).

Play areas

A sufficient number of staff will supervise the play areas at all times in school time when pupils are present. Playing equipment on the playground will be checked yearly by a independent organisation.

Working with equipment

- Sharp knives and sharp-ended scissors must be stored safely and only used under supervision.
- Round ended scissors to be used where possible and as appropriate.
- Glue guns must be stored properly and only used under supervision.
- Pupils shall be shown how to safely use simple hand tools available to them in the classroom.
- Pupils using saws, drills and simple hand tools must be supervised at all times.

Food preparation

All staff are expected to observe basic hygiene rules when handling or preparing food – i.e. wash hands thoroughly and/or wear disposable gloves.

Maintaining equipment

Equipment should be checked regularly and defects reported. Faulty and defective equipment will be taken out of use until repaired and reported at a staff meeting or briefing. A professional and independent organisation will check yearly PE and other equipment.

Visitors

All visitors must report to a staff member on entering the site.

Contractors

Contractors carrying out work in the school and grounds are required to report, on arrival to the school reception.

Storage of harmful substances

Cleaning materials an any other harmful substances should be kept out of the reach of children. Cleaners' cupboards where such materials are stored must be closed securely.

First Aid and Medication policy and procedures

All employees are expected to use their best endeavours at all times, to secure the welfare of the pupils at the school in the same way that parents might be reasonably expected to act towards their

children.

First Aid in school

The school has a number of first aiders at each site. The names of the qualified first aiders are known amongst staff and displayed at the first aid points. The school arranges adequate and appropriate training and guidance for staff that volunteer to be first aiders. A first aider must hold a valid certificate of competence, issued by an approved organisation. First aid at work certificates are valid for three years. The school arranges refresher training and retesting of competence before certificates expire.

The responsibilities of the first aider are to:

- Take charge when someone is injured or becomes ill
- Administer any first aid treatment for which they have been trained
- Ensure that an ambulance or other professional medical help is summoned when appropriate
- Ensure the first aid equipment is maintained, restocked and ready for use

The Principal and heads of schools regularly review the school's first aid needs to ensure that the provision is adequate. First aid boxes are distributed throughout the school. Staff should familiarise themselves with the whereabouts of first aid equipment and the telephone number of emergency services – 112. First aid equipment must be clearly labelled and easily accessible. First aid information is included in the staff induction programme to ensure new staff are told about the first aid arrangements and procedures when dealing with accidents. First aid is the immediate and sustained help that is given before professional help arrives. It is as important to know what NOT to do, as to know what to do. If there is an accident:

- Take charge, keep calm, and get others to help.
- Notify a trained first aider if available.
- Assess the situation. Work quickly and without fuss.
- Give reassurance to the rest of the party.
- Deal with any life-threatening situation first, e.g. arrested breathing.
- Deal with more serious injuries next.
- If several people are injured, deal with those who will benefit most from immediate treatment.
- Watch for cases of shock, e.g. coldness and talking nonsense.
- If hospital treatment is needed then no food, drink or drugs must be administered.
- For hospital treatment the injured party should be taken in a taxi. If in any doubt call an ambulance.

Serious accidents must be reported immediately to the Head of School or another senior member of staff. Any hospital visits require an accident form to be filled in. These are stored in the office at

each school.

Injured parties are escorted immediately to a hospital when necessary. Parents are contacted and are asked to meet their child at the hospital or parents give their permission for a Senior student to leave on their own. A member of the School staff remains with the child until a parent/carer arrives (unless permission has been given for Senior students to leave by parents). In the event that a parent cannot be reached during School hours, discharged patients are brought back to School and supervised.

Minor accidents

Parents must be notified of any serious or significant incidents especially any bump to the head preferably by telephone.

A record of any first aid treatment given by first aiders must be kept.

This should include:

- The date, time and place of incident
- The name (and class) of the injured or ill person
- Details of the injury/illness and what first aid was given
- What happened to the person immediately afterwards (for example went home, resumed normal duties, went back to class, went to hospital)
- Name and signature of the first aider or person dealing with the incident

The record folder will be with the First Aid kit in the staff room.

Hygienic procedures

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 be used at all times when attending to a cut, graze or open wound. Used gloves should be carefully disposed of and restocked from the glove boxes where most first aid is administered. 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 secured in a plastic bag and disposed of in the bin.

Travelling First Aid containers

It is recommended that a qualified first aider is present at any off site activity. In the Early Years, a qualified first aider **MUST** be present. Before undertaking any off-site activities, the teacher should assess what level of first aid provision is needed. A first aid container with a minimum stock of first aid items for travelling should accompany any off site trip (appendix 5). Consideration must also be given to individuals who may require asthma pumps, insulin or EpiPens etc.

Medical details

Parents are asked to note any serious medical conditions on the 'Application for Enrolment Form'. Class or form group medical lists are circulated at the start of the academic year and up-dated when new children enrol. All staff should know of any serious medical conditions of children. A complete medical list is available on the pupil database.

Pupils with special medical conditions

Photographs of children with specific conditions and treatments and their details are placed on the staffroom wall and, in the primary years, in the child's classroom.

Contagious diseases/infections

The head of school may exclude pupils who have, or are suspected of having a contagious disease. Those pupils cannot return to school until a doctor's note is accepted. The head of school has the right to exclude pupils from school if s/he feels they are too sick to attend and/or is causing risk of infection to others. The head of school can contact the JGZ for advice on particular diseases and procedures to be followed. Parents are requested to inform the School if their child has been diagnosed with a contagious disease. A letter is then e-mailed to all the children within the same school informing the parents of the disease, the symptoms and possible side effects. They are advised to contact a doctor should they feel concerned.

Medication

No medication must be given without the signed or explicit consent of a parent.

No pupil should be in possession of medicine (except diabetics, asthmatics, epileptics, and anaphylaxis). In the event of a pupil needing medication during school time, parents must complete a form authorising staff to administer medication to their child and giving clear details of "when" and "how" medication is to be administered. The staff member must sign and date the form. The form must be displayed in the teacher's class file in the child's classroom until the medication period ceases.

Diabetes

Diabetic pupils must have an individual care plan that has been drawn up by a health practitioner. A diabetes care plan will help school staff know when and how to manage a child's diabetes. Staff receive specific training from the diabetic nurse.

Anaphylaxis

Anaphylaxis and such acute allergies can be life threatening but they rarely prove fatal where correct medical practice has been taken. All adults must be aware of how to treat an allergic child, including the administration of adrenaline.

A photograph of any pupil with anaphylaxis is displayed in the staffroom. In the Primary School, each pupil who is known to have an allergic reaction (e.g. peanut/bee sting) must have two emergency boxes in school. The child's parents provide these. One must be kept in the classroom and one by the main school entrance. Emergency boxes MUST NOT be kept in a locked place.

Emergency boxes must be clearly labelled as such and also bear the child's name and emergency contact numbers.

They must contain TWO Epipens, personal allergy details and clear written details of where, when and how adrenaline should be administered.

In cases where a child shows symptoms of an allergic reaction the supervising adults must:

- Send for the emergency box.
- Administer the adrenaline shot as directed.
- Arrange for an ambulance stating the child has collapsed with anaphylactic shock.
- Arrange to contact the child's parents.
- Accompany the child to the hospital with the emergency box and contents.

Asthma

Children normally know how to cope with attacks themselves but teachers should be informed by the parents of specific treatment to be administered in case of an attack.

- Children should be encouraged to exhale in the event of an attack.
- Children should be encouraged to use their own inhalers.
- Some children may need to take medication before vigorous exercise.
- A thorough warm-up is essential before any exercise.
- Swimming can be beneficial but over or under-heated pools should be avoided.

Epilepsy

Teachers should know how to deal with an epileptic fit.

Tonic-Clonic seizures

The person goes stiff, loses consciousness and then falls to the ground. This is followed by jerking movements. A blue tinge around the mouth is likely. This is due to irregular breathing. Loss of bladder and/or bowel control may happen. After a minute or two the jerking movements should stop and consciousness may slowly return.

Do... Don't...

- Restrain the person's movements
- Put anything in the person's mouth
- Try to move them unless they are in danger
- Give them anything to eat or drink until they are fully recovered
- Attempt to bring them round

Call for an ambulance if...

- You know it is the person's first seizure, or
- The seizure continues for more than five minutes, or
- One tonic-clonic seizure follows another without the person regaining consciousness between seizures, or
- The person is injured during the seizure, or
- You believe the person needs urgent medical attention

Focal (partial) seizures

Sometimes the person is not aware of their surroundings or what they are doing. They may pluck at their clothes, smack their lips, swallow repeatedly, and wander around. *Do...*

- Guide the person from danger
- Stay with the person until recovery is complete
- Be calmly reassuring
- Protect the person from injury - (remove harmful objects from nearby)
- Cushion their head
- Look for an epilepsy identity card or identity jewellery
- Aid breathing by gently placing them in the recovery position once the seizure has finished
- Stay with the person until recovery is complete
- Be calmly reassuring
- Explain anything that they may have missed

Don't...

- Restrain the person
- Act in a way that could frighten them, such as making abrupt movements or shouting at them
- Assume the person is aware of what is happening, or what has happened
- Give the person anything to eat or drink until they are fully recovered
- Attempt to bring them round

Call for an ambulance if...

- You know it is the person's first seizure
- The seizure continues for more than five minutes
- The person is injured during the seizure
- You believe the person needs urgent medical attention

Before a child with epilepsy can take part in PE the matter must be cleared in writing both by the family doctor and by the parents specifying the extent to which participation is to be permitted.

Epileptic children should not be allowed on high equipment. Teachers should use a friend or buddy

system when using apparatus. Epileptic children must be watched by an adult at the poolside. In the event of an epileptic fit, two members of staff should attend the pupil, ensuring that the area around the child is made safe. Any medication must be carried by the pupil at all times. A second pack of medication must be collected from the Reception by a member of staff taking the child on any off-site activity. The name of the child's doctor must be visible at the Reception and in the staffroom, so that he/she can be contacted and given details of the fit.

Social-emotional safety

Discrimination Prevention

Discrimination can be associated with a number of perceived differences including ethnicity, faith, gender, sexual orientation, appearance, disability and learning difficulties.

We live in an international, multicultural society which is reflected in the population of our school. We consider the diversity of our school to be an asset which enriches our school culture. We are therefore committed to creating and maintaining an inclusive climate for all pupils.

The following is expected from everyone within the school:

- Staff, pupils and parents/guardians are treated equally
- No discriminatory language will be used
- Care is taken to ensure that no discriminatory texts and/or images appear on any school related materials
- We all ensure that no sexually orientated, discriminating or disparaging comments are made. Individuals should feel safe and able to voice their complaints about discriminatory behaviour
- Supervision ensures that pupils and parents/guardians are not discriminatory towards other pupils and their parents/guardians in either language or behaviour.
- Staff, pupils and parents/guardians clearly renounce any discriminatory behaviour and make this known to all
- Any discriminatory behaviour by a staff member will Result in a referral to senior staff. A repeated transgression will be reported to the board that then decides which, if any, steps are taken.
- Any discriminatory behaviour by volunteers, interns, parent/guardians or pupils will result in a referral to senior staff. A repeated transgression will be reported to the board that then decides which, if any, steps are taken.. In extreme cases an individual may be suspended or excluded from the school and school premises

Code of conduct – Sexual Harassment and discrimination

School society / pedagogical climate

- Staff, pupils and parents/guardians refrain from the use of sexist language, sexually orientated jokes and behaviour, or any behaviour that could be construed as being sexual in nature
- Staff ensures that such behaviour does not occur between pupils
- Staff ensures that no sexually orientated posters, drawings, newspaper or (school) magazine articles, emails etc. are used or posted around the school that could in any way be hurtful to a group or individual.

One to one contact between teacher and pupils

- Pupils must not be detained alone for longer than ten minutes after school time. Parents must be informed of any detention (for whatever reason) of more than ten minutes.
- The nature of teaching does not include any occasion where it would be desirable for a teacher to take a child home. Pupils are therefore never invited to a teacher's home, also not with the parent's knowledge.
- We are extremely reserved about email contact between pupils and teachers and any email contact there is can be for educational purposes only and can at any time be accessed or shown on request to senior staff.
- The class door remains open at all times during one to one contact in the class, for instance during break or after school.

Comforting/rewarding/congratulating etc. in a school situation

- The desires and feelings of children and parents/guardians about comforting, rewarding and congratulating must be respected. Teachers do not kiss pupils.
In groups 1 and 2 it regularly occurs that a child wants to and is allowed to sit on the teacher's lap. We consider this less acceptable with children in the more advanced primary classes. Should you, as a teacher, have any doubts about a child's behaviour (say for instance they want to be cuddled/hugged rather a lot) do speak about this to a colleague or school leadership.
- It is undesirable for children to sit on laps - spontaneity aside (including older children) – but the rights of the child must be respected.
- Expressions of good wishes should remain a spontaneous occurrence. Staff will take the above into account.

Help with dressing and undressing

- Group 1 and 2 children often need help with dressing and undressing for example, when visiting the toilet, changing for gym, swimming and dressing up. This is a normal task of any teacher engaged with the children. Teachers always take the pupils needs and wishes into account and make sure to ask if they require help or not.

- From Group 4 on up, girls and boys are separated when changing. The relevant teacher only enters the changing rooms following a clear agreed signal. The relevant teacher decides if communal changing in lower classes seems undesirable, following upon which the girls and boys are divided. Teachers must not hang around unnecessarily when the children are drying off and dressing. All students have underwear on when changing or during PE lessons.

First Aid

- If a child needs to be undressed to receive first aid, a third party must be present. The pupil may decide on whether this is a male or female. In the event of an accident, illness or other emergency which requires a pupil being assisted, the wishes of the pupil must be respected in order to avoid embarrassment.'

Extra curricular activities

- During school camp or other overnight school trips, boys and girls sleep apart. The leadership sleeps apart from the pupils. If not possible, then male staff sleep beside the boys and female staff beside the girls.
- When pupils are changing, the leadership may only enter the relevant area following upon a clear agreed signal from them. This applies to male staff entering the girls' areas or female staff entering the boys' areas. This ensures that the privacy of the pupils is respected.
- Girls and boy bathe apart.
- In principal, a staff member and a pupil do not separate themselves from the rest of the group . Should this prove necessary, the reason and length of time must be reported to senior staff.
- These rules also apply as much as possible for school day trips and sporting events.

Code of Conduct - aggression and violence

The school's code of conduct ensures that everyone involved in the school becomes aware of the issues of aggression and violence. Instances of aggression and/or violence are unique and may be perceived and reacted to in a variety of ways by different individuals. The intention of the Code of Conduct is to create a common framework of behaviour which enables staff, pupils and parents to feel safe within their school environment.

Aims

The Code of Conduct aims to guarantee the following:

- safe and pleasant learning conditions for the pupils
- a safe and pleasant learning environment for the pupils
- safe and pleasant working conditions for the staff
- safe and pleasant surroundings for parents (and others involved)

. It also aims to inform all parties about the school's stance on aggression and violence and how it should be dealt with if necessary.

Definitions

Aggression/violence can be understood as- any action or conduct by a teacher, pupil, parent or otherwise involved person, that is considered threatening to anyone in any way.

'Otherwise involved persons' includes volunteers, interns, carers or anyone else involved with the school

The school has a zero tolerance approach to any form of verbal or physical aggression on school premises by any individual.

This also includes theft, vandalism, possession of fireworks and/or possession of a weapon/drugs/alcohol. This Code of Conduct also covers sexual harassment

Realisation

ISH's staff try to prevent aggression and violence by ensuring good working conditions, a pleasant social climate, suitable leadership and by giving sufficient attention to every member of staff, pupil and parent/guardian. Every staff member contributes to the prevention of aggression and violence by recognizing and discussing problems in a timely manner. Each team member behaves according to the Code of Conduct.

How we tackle violence directed at teachers

A committee is established that is responsible for assessing incidents that fall within the framework of aggression and violence. The committee includes:

- 1 member of senior staff
- 1 teacher (invited by the victim)
- 1 contact person (the victim decides which of their two contacts will be involved with the assessment)

The director of the board may become involved in this complaint procedure when necessary.

The victim must always report any incident to the committee. The committee discusses the incident with the victim and decides upon any follow-up. The severity and frequency of the incident/s are considered, as is the extent of emotional, physical and/or material damage suffered.

Follow-up is decided upon by the Committee and reflects the procedure.

The following observations apply to all concerned:

A '1st strike' could be considered accidental,

A 2nd strike seems to indicate a marked behaviour.

By a 3rd strike some form of action must always be undertaken. This could include;

- An internal report (LVS) (obligatory) (must also be reported to senior staff to ensure being noted in the digital incident file)
- Discussion of the incident with the perpetrator
- Signing of a Declaration of Intent
- An external report (e.g. Police, Social Work)
- Suspension from school (can only happen in consultation with and by senior staff)
- Exclusion from school (can only happen in consultation with and by senior staff)
- Compensation
- Informative meetings.

Depending on Committee decisions concerning the severity of the incident, a written report is made to others (e.g. parent/police). A report is also made to the external Confidential Advisor.

How we tackle pupil v. pupil violence

If an incident occurs during school time between two pupils, then the victim (or a witness to the incident) reports this to any teacher or mentor present.

The teacher/mentor discusses the occurrence with both victim and culprit and tries to find out what has happened and if there is any indication of deliberate aggression/violence. If deliberate, the teacher/mentor decides on how to follow-up.

The following factors are considered:

- the severity of the incident
- the frequency of the incident – is it pattern forming (repetitive)?
- emotional damage
- physical damage
- material damage

Think about the following too:

- bullying (See Code of Conduct on Bullying))
- physical violenc

- threatening behaviour
- sexual intimidation/harrassment

The teacher/mentor could, while deciding upon how to follow-up, take advice from senior staff/contact person.

A '1st strike' could be considered accidental but the following should be done:

- teacher holds a discussion with the perpetrator
- teacher informs parents (via telephone)
- teacher takes notes in LVS

A 2nd strike shows a marked behaviour and follows the same procedure as after a 1st strike.

Following a 3rd strike, action is always taken.

This action could include:

- Pupil is interviewed by senior staff and teacher
- Pupil is interviewed by senior staff, teacher and parent(s)/guardian(s)
- External report to local police
- Suspension (can only happen in consultation with and by senior staff)
- Exclusion (can only happen in consultation with and by senior staff)
- Compensation

Embedding the Code of Conduct within the organisation

To guarantee that the school Code of Conduct is adhered to, it is important that the reporting of incidents and the communication with all concerned, is handled with care.

All incidents handled in committee should be noted in the pupil register. A reference to the date must be made at the top of the minutes. Senior staff also have a digital fil as this guarantees a careful and complete transfer of information throughout the school years. Exceptions are discussed between groups when being transferred.

Code of Conduct – Bullying

As a public international school, we are accessible to all and do not discriminate on gender, home country, religious or political beliefs, socio-economic background or impairments of any kind. We strive to be a meeting point for all the various beliefs and principles held by our school community and to offer opportunities for the sharing of a variety of faiths, beliefs, origins and cultural backgrounds.

Bullying is sadly, a phenomenon that cannot be ignored. It is a threat to the child-centred culture of our school and to the safety, learning and development of our pupils. We adopt a zero tolerance approach to bullying and have set out a code of conduct which details exactly how bullying will be prevented and managed within our school community.

What do we mean by 'bullying'?

School bullying is the systematic abuse in any form by a pupil or a group of pupils against another pupil who is unable to defend themselves. This could be psychological abuse, physical abuse and/or sexual abuse. Bullying that takes place using electronic technology is known as 'cyber bullying' and is the act of harassing someone through the sending or posting of mean, hurtful or intimidating messages or comments.

Bullying is a combination of:

Premeditation:	Bullying is considered premeditated when an individual is targeted in a planned and conscious way.
Having the power:	There is always a power element in bullying. Bullies often feel empowered by belittling others.
Systematic occurrences:	Bullying tends to occur systematically. It is not a 'one-off' incident but regularly recurring abuse.
Damages:	There will be damage of some sort – either physical, emotional or material.
Long-term abuse:	Bullying does not stop after one occurrence. It will get worse if there is no intervention.

Bullying has an impact not only on the bully and the victim, but also on parents, teachers, classmates and the wider school community.

Teasing or bullying?

It can sometimes be difficult to distinguish between ‘teasing’ and ‘bullying’. Below is a table outlining the differences. Knowing how to recognise when behaviour has escalated from ‘teasing’ to ‘bullying’ is crucial to timely intervention and management of bullying within a school.

TEASING	BULLYING
<ul style="list-style-type: none"> • Is innocently meant, perhaps ill- considered but spontaneous. Often coupled with humour. 	<ul style="list-style-type: none"> • Is premeditated (bullies know who, how and when they will abuse and have a conscious wish to hurt that individual).
<ul style="list-style-type: none"> • Does not last long or is merely temporary. 	<ul style="list-style-type: none"> • Continuous: is repeated systematically and for a long period (does not stop of its own accord nor after a short time).
<ul style="list-style-type: none"> • Occurs between 'equals'. 	<ul style="list-style-type: none"> • Is a battle of unequals. The perpetrator has power over the victim.
<ul style="list-style-type: none"> • Is usually endured, or even found funny but <i>can</i> be hurtful or aggressive. 	<ul style="list-style-type: none"> • A bully has only negative intentions and wishes to hurt, destroy or cause pain.
<ul style="list-style-type: none"> • Usually one against the other. 	<ul style="list-style-type: none"> • Usually a group (bully plus side-kick(s) against one victim.
<ul style="list-style-type: none"> • It's unclear who is teasing whom as opposing parties keep changing. 	<ul style="list-style-type: none"> • Usually forms a pattern. Bullies are usually known to be so, victims are also usually known (with possible variations due to circumstances).
CONSEQUENCES	CONSEQUENCES
<ul style="list-style-type: none"> • Small scrape or short bearable pain (part of the game). 	<ul style="list-style-type: none"> • Consequences can be psychologically and physically very damaging and have a long lasting effect if a timely intervention does not occur.
<ul style="list-style-type: none"> • The relationship is quickly mended and the row is quickly forgotten. 	<ul style="list-style-type: none"> • It is difficult to repair relationships. Recovery takes time and effort.
<ul style="list-style-type: none"> • No-one is ostracised. 	<ul style="list-style-type: none"> • Isolation and loneliness for the child. The child no longer feels they 'belong' (a basic need has been denied).
<ul style="list-style-type: none"> • The class atmosphere is not threatened. 	<ul style="list-style-type: none"> • The class feels threatened and unsafe. Everyone is fearful and distrustful of everyone else and there is no 'open' atmosphere
<ul style="list-style-type: none"> • Adult intervention is not required and the children usually solve things amongst themselves. 	<ul style="list-style-type: none"> • Adult intervention is required to solve this problem.

How do we, in the International School Haarlem, work to prevent bullying?

The ISH recognises that the prevention of bullying begins with creating an open, tolerant and respectful school culture. We therefore place a great deal of importance on educating students about their social emotional development and how their behaviours can impact on others.

Our preventative measures are as follows:

School Rules

All classes have well defined 'agreements' made by teachers and students including specific, age-appropriate rules related to behaviour and the treatment of others. These rules are hung prominently in every class and discussed together with the children. A school-wide understanding of bullying behaviours ensures that the issue is recognised and dealt with consistently.

IPC Personal Goals and PSHE

Groups 1 to 7 pay weekly attention to personal, social and health education through the International Primary Curriculum and the school's PSHE programme, 'Jigsaw'.

Both courses encourage children to think positively about themselves and others.

The personal goals in the IPC include:

- Enquiry
- Adaptability
- Resilience
- Morality
- Communication
- Thoughtfulness
- Cooperation
- Respect

These goals are embedded across the curriculum in different subjects and are therefore considered an important aspect of a child's attainment. By their nature, the personal goals are not age-specific and apply to children and adults. Each personal goal is described in more detail below:

Enquiry based learning

The vast majority of children will, through their study of The International Primary Curriculum:

- be able to ask and consider searching questions related to the area of study
- be able to plan and carry out investigations related to these questions
- be able to collect reliable evidence from their investigations
- be able to use the evidence to draw sustainable conclusions
- be able to relate the conclusions to wider issues

Adaptability

The vast majority of children will, through their study of The International Primary Curriculum:

- Know about a range of views, cultures and traditions
- be able to consider and respect the views, cultures and traditions of other people
- be able to cope with unfamiliar situations
- be able to approach tasks with confidence
- be able to suggest and explore new roles, ideas, and strategies
- be able to move between conventional and more fluid forms of thinking
- be able to be at ease with themselves in a variety of situations

Resilience

The clear majority of children will, through their study of The International Primary Curriculum:

- be able to stick with a task until it is completed
- be able to cope with the disappointment they face when they are not successful in their activities
- be able to try again when they are not successful in their activities

Morality

The vast majority of children will, through their study of The International Primary Curriculum:

- Know about the moral issues associated with the subjects they study
- Know about and respect alternative moral standpoints
- be able to develop their own moral standpoints
- be able to act on their own moral standpoints
- be able to explain reasons for their actions

Communication

The vast majority of children will, through their study of The International Primary Curriculum:

- be able to make their meaning plain using appropriate verbal and non-verbal forms
- be able to use a variety of tools and technologies to aid their communication
- be able to communicate in more than one spoken language
- be able to communicate in a range of different contexts and with a range of different audiences

Thoughtfulness

The vast majority of children will, through their study of The International Primary Curriculum:

- be able to identify and consider issues raised in their studies
- be able to use a range of thinking skills in solving problems
- be able to consider and respect alternative points of view
- be able to draw conclusions and develop their own reasoned point of view
- be able to reflect on what they have learned and its implications for their own lives and the lives of other people
- be able to identify their own strengths and weaknesses

- be able to identify and act on ways of developing their strengths and overcoming their weaknesses

Cooperation

The vast majority of children will, through their study of The International Primary Curriculum:

- Understand that different people have different roles to play in groups
- be able to adopt different roles dependent on the needs of the group and on the activity
- be able to work alongside and in cooperation with others to undertake activities and achieve targets

Respect

The vast majority of children will, through their study of The International Primary Curriculum:

- Know about the varying needs of other people, other living things and the environment
- be able to show respect for the needs of other people, other living things and the environment
- be able to act in accordance with the needs of other people, other living things and the environment

Anti bullying coordinator

The school appoints an 'anti-bullying coordinator' to help create, implement and review the school's Code of Conduct and develop ongoing strategies for the awareness and prevention of bullying behaviour. Our anti-bullying coordinator is Mrs. Sarah Hoekman.

What do we do in situations where bullying has been recognized?

Teacher intervention

Teachers are given an action plan with regards to the prevention and recognition of bullying and guidelines on how to intervene should bullying take place. In cases of suspected bullying the following actions are taken:

Teachers take any reports of bullying extremely seriously. All reports of bullying are documented and followed up.

- A discussion with the victim takes place and the child is given the opportunity to tell their story without interruption. This is followed by thinking together with the pupil for solutions on how he or she can protect themselves from the bully.
- A discussion with the perpetrator or 'bully' takes place and the bully is given the opportunity to explain what they have done. Teacher encourages the perpetrator to reflect on his/her behaviour and consequences of their actions.

- A discussion with the witnesses takes place. The teacher not only uses this discussion to establish the details of the incident, but also to encourage witnesses to consider their own role in the incident and their ability to prevent and act out against bullying.

In the case of repeated bullying behaviour involving the same pupil(s), the previously mentioned measures are taken. However, the following additional steps are also followed:

- A discussion with the bully's parents takes place. The school's anti-bullying stance will be explained and help/advice offered to parents. The school's anti-bullying coordinator may also be involved. A mutual 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.

Social Media and Internet

Guidelines for staff

It's become difficult to imagine our modern society without Social Media, including for the members in our school communities. Social Media can certainly add value to the level of professionalism of school staff members, as well as to the quality of education. However, similar to last century's introduction of the Internet and e-mail, the use of Social Media also makes us question the appropriate use of these individual, yet highly public and accessible channels of communication.

As professional staff members, we are expected to be perfectly capable of judging how to deal with social media. Our professional conduct online is very much the same as our professional conduct on school grounds.

When referring to social media, we specifically mean Twitter, Facebook, LinkedIn, Instagram, YouTube and other variables.

Guidelines for the use of social media within the school for teachers, interns and other staff members

1. ISH staff members share knowledge and other useful information.
2. As far as educational subjects are concerned, staff members and members of commissions are required to clearly indicate whether they are publishing on behalf of themselves or on behalf of the school. Before publishing anything online on behalf of the school, permission should be granted from the school director.
3. Under no circumstances will school staff members publish confidential information on social media.
4. School staff members will not engage in online social media discussions with students or parents.
5. School board members, supervisors and school leaders are school representatives by default – even if they publish private opinions. When in doubt, do NOT publish.
6. School staff members are personally responsible for everything they publish.
7. School staff members are aware that anything they publish on social media can always be found and read by third parties.
8. When in doubt about publishing statements that can be linked to school, or the school community, school staff members will seek the advice of their supervisor first.
9. It is strongly recommended that school staff members do NOT befriend and have personal contact with students and their parents on social media. Please maintain a professional distance and school-appropriate relationship with students and parents. Please do not reveal and/or discuss school business via social media.

10. Our school is committed to a climate that is safe on school grounds as well as in the digital media, and communicates to staff members, students and parents on how this is accomplished.
11. The school determines on a case-by-case basis which consequences will be deemed necessary for staff members, students and parents in violation of these digital guidelines, and will communicate this to those involved.

Behaviour Guidelines

1. Publish sources where necessary, respect copyrights, and please do not use logos, video images, still images or music without prior written consent.
2. Admit mistakes and apologise when necessary.
3. Refers to others in a respectful manner and use language that is professionally acceptable to the person you're communicating with. (E.g. Do NOT end a tweet by saying "...now get to your homework. Laterzz XXX...)"
4. Avoid using slang and street terms.
5. Do not publish inappropriate or compromised personal pictures of yourself on social media.
6. Keep an eye on responses to your posts as others may leave inappropriate messages that may reflect badly on you in association.
7. Please do not publish any professional school-related logos.
8. Please do not post hidden advertisements.
9. Do not quote colleagues, students or their parents with their names on social media.
10. Do not post anything that could potentially embarrass you.
11. When in doubt, do NOT publish!
12. Do not follow any controversial or questionable characters on Twitter.

Email guidelines

We can no longer imagine communication without email. Email is quick, simple and easily accessible at any moment that's convenient for us. With email it's easy to reach a large group of people to share commonly used information. However, there is also a risk of misuse of email, of interpreting a message the wrong way, or of confidential messages being misdirected. Not to mention the fact that we keep each other quite busy, time-wise, with responding to mails.



For this reason, we ask all staff members to adhere to the following behaviour guidelines:

Internal e-mails:

1. Send e-mails sparingly, and consider whether this is the best form of communication
2. Consider that reading and responding to e-mail messages takes time
3. Keep your e-mails short and professional
4. Always include a subject in the subject line
5. When including other people in (b)cc, consider if it is really relevant that they are kept in the loop?

6. Realize that an e-mail message can come across quite different from a verbal conversation. The absence of non-verbal information could lead to misunderstandings and/or miscommunications.
7. Only reply to the sender of the e-mail, unless hitting 'reply to all' really adds value to the overall conversation
8. Avoid sending large attachments to a large group of recipients.
9. Please don't send out useless information via e-mail, such as jokes etc. Use e-mail strictly for business purposes. It's better to share YouTube clips via social media or, if it's education-related, use 'the letter' to share it with the greater school community.

E-mails to parents and/or students:

1. Be selective and avoid giving out your e-mail address for communication purposes.
2. Please use e-mail only to schedule appointments or to communicate logistical matters.
3. Avoid difficult conversations via e-mail. Instead, schedule an in-person meeting. Consider the fact that e-mails can easily be forwarded to a third party. When in doubt, please contact a supervisor.
4. Do not send e-mails during contact hours with students.
5. Refer to senior staff or forward emails if you receive communication which raise complaints or queries which you assess the management team as needing to be aware of in case the matter is pursued further

Code of conduct – use of internet for teachers and students

The ISH recognises that no technological solution can be 100% effective in guaranteeing safety when using the internet and related technologies. However, technology can help to minimise the risks to students. We also seek to educate our students in responsible use of technology and believe it is important to establish rules of acceptable use.

School network safeguards

Care has been taken to minimise the risk of viruses getting into the school network system but we expect all users to remain vigilant.

Social responsibility

All communication, including electronic communication, should be confined to work related detail. All communications amongst members of the school community, including electronic communication, should ensure that all involved are treated with courtesy and respect. It is a social responsibility as well as a school requirement that all systems of communication are used appropriately and not for purposes that breach the school's anti-bullying and/or child protection procedures.

Legal risks

By its nature, electronic communication seems to be less formal than other written communications, but the same laws apply. It is important that users are aware of the legal risks:

Libellous, defamatory, offensive, racist or obscene remarks are illegal. If you send these, or forward these, you and the school can be held liable.

If you unlawfully forward confidential information (including images) you and the school may be held liable.

If you unlawfully forward or copy messages without permission, you and the school may be held liable for copyright infringement.

If you send an attachment that contains a virus, you and the school may be held liable.

By following the guidelines in this policy, you can minimise the legal risks involved in the use of communications systems. If any user deliberately disregards the rules set out in this policy, the user will be fully liable and the school will disassociate itself from the user as far as legally possible.

Rules of use

The first seven bullet points are required by law and must be strictly adhered to:

1. Do not send or forward communications containing libellous, defamatory, offensive, racist or obscene remarks. If you receive an email of this sort you must notify the Principal or a member of the Management Team as soon as possible. Do not respond to it but do not delete it.
2. Do not forward a message without the permission of the sender, except for day-to-day requests for information, or for fair use: e.g. in the interests of the welfare or academic progress of a child, health & safety or as required by law.
3. Do not forge or attempt to forge messages.
4. Do not send messages using another person's account or device.
5. Do not copy a message or attachment belonging to another user without the permission of the originator.
6. Do not disguise or attempt to disguise your identity when sending messages.
7. Do not download viruses or software designed to damage computer systems or send (as attachments) or download programmes, batch files or scripts.

However, be tolerant of the mistakes of others as some are less confident than others in the use of this technology. If you are a student and you receive any communication which appears to break one of the rules above or which worries you in any way, show it as soon as possible to a member of staff. If you are a member of staff and receive any such, show it as soon as possible to a member of the Management Team or Principal.

The following additional rules are school rules, in line with our codes of conduct for staff and students and in keeping with the school's expectation of high standards of behaviour and social

responsibility:

When using the school networks:

1. You must not allow others to use your school network username and password or log in using another's credentials.
2. You must not upload any digital data, including video clips or images which identify other students or staff without the prior consent of those involved.
3. You must not reveal your own or other people's personal addresses, telephone numbers or other personal details without their prior consent.
4. You must not engage in commercial activities, political lobbying or any activity prohibited by Dutch Law.
5. You must not use chat lines, chat rooms, social network sites or gambling sites.

Students and staff are individually responsible for good behaviour in the use of the internet, as age appropriate, just as they are elsewhere in school. Breaking these rules, or any abuse/misuse of the school's networks or of the internet while at school, may lead to disciplinary action.

The school network is provided for students and staff to enhance learning and teaching and the presentation and communication of information. Access is a privilege, not a right, and requires individual responsibility.

The school has the right to review communications and files of all users of the school's ICT hardware and infrastructure to ensure that users are using the system responsibly. Users should not expect that files stored on servers or system disks will be private.

Sanctions

Anyone discovering a violation must refer the matter to a member of the Management Team or Principal. Any violation may result in a temporary or permanent ban on use of the system, as determined by the Principal. Additional disciplinary action may be added in line with existing policies. In exceptional and serious cases, the police or other external authorities may have to be involved.

Code of conduct - Domestic violence and Child abuse

Action plan on steps to take when signs of domestic violence and child abuse are suspected:

Introduction

We consider that,

- as ISH the school is responsible for good quality education for the pupils and that this of course applies in equal measure for those pupils contending with (suspected) domestic violence or child abuse;
- as all our professional staff are expected to assume this responsibility and to be alert to signs that could indicate domestic violence or child abuse and to react effectively to any such signs;
- as the ISH has established a Code of Conduct so that its professional staff members know what measures are expected of them if they suspect any domestic violence or child abuse.
- as the ISH has also established support for the professional staff in taking steps;
- as it is understood that by 'domestic violence' we mean: (the threat of) violence, wherever this occurs, by anyone in the domestic sphere, 'violence' meaning: a physical, sexual or psychological attack of the victim's personal integrity, including violence against the elderly and 'honour' related violence. The victim's 'domestic sphere' includes: (ex) partners and immediate and wider family members;
- as it is understood that by 'child abuse' we mean: neglect or any kind of threatening or violent interaction towards a minor, of a physical, psychological or sexual nature, either passively or actively presented by parents or others with whom the minor is in a position of dependence or is otherwise committed to, that causes, or could cause serious damage to the minor in any way, shape or form, including 'honour' induced violence and female genital mutilation.
- as by 'professional staff' we mean: those members of staff, teaching, giving guidance, care or other types of support to pupils attending the school;
- as by 'pupil' we mean: anyone to which the staff members give their professional services.

and taking into account

- Privacy laws
- The laws on child/youth care
- Laws on Social Support

it hereby establishes and describes this whole Code of Conduct on Domestic Violence and Child Abuse

Emergencies

By signs of acute, therefore serious violence from which a pupil or their direct family should be immediately protected, there is the possibility of asking direct advice from the Advice Desk, Reporting Section for child abuse - 'Veilig Thuis'

Should, on the basis of the reported signs, a decision be made for immediate action, it is then possible to make a report at the same time, if considered necessary. This enables any necessary action being taken at short notice. You could also, in an emergency situation, contact the Child Protection Agency – 'Raad voor de Kinderbescherming' (**RvK**) or the people at the crisis point for the Youth Care Agency - Bureau Jeugdzorg (**BJZ**) and/or ask local police for help.

The role of school staff

Any member of staff who has a concern about a child's welfare should follow the referral processes set out below.

All staff members should be aware of the systems within the school which support Child Protection and these will be explained to them as part of staff induction as well during every school year.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

On the basis of his or her knowledge and experience the professional bears a direct responsibility for the development and health and safety of the child with whom he or she comes into contact, either directly or indirectly, in the course of his or her profession.

In a case where child abuse (or neglect/concern related to child protection), has been identified, the professional bears the responsibility that the overall aim of reporting is to ensure that the abuse stops as quickly as possible.

The professional should be capable of identifying signs given by pupils and their environment as possible indications of child abuse. He or she is required to maintain his or her knowledge and expertise in this regard by means of independent study or further training and instruction.

Roles and responsibilities

The Designated Lead with responsibility for Child Protection is Marian Schreppers (Head of school). The Governor with responsibility for Child Protection is Ben Custers, Salomo.

All personnel at the ISH (including visitors, volunteers and students on placement) are required to report instances of actual or suspected child abuse, including neglect, to the Designated Lead responsible for Child Protection.

The Designated Lead is the focal point for staff that have child protection concerns and the first point of contact for external agencies pursuing child protection investigations.

It is the responsibility of the Designated Lead to decide on the action to be taken, including whether outside agencies/ Social Care Teams are contacted or a Melding made, and to record the action taken by the school and contacted agencies. The school is also able to seek advice from school councillors.

The school recognises its responsibility to attend Child Protection conferences with outside agencies.

What staff should look for

All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect are annexed to this policy.

Staff members working with children are advised to maintain an attitude of it can happen here where Child protection is concerned. When concerned about the welfare of a child, staff members should always act in the best interest of the child. Knowing what to look for is vital to the early identification of abuse and neglect.

Recognising abuse and neglect

Obvious non-accidental injuries, wounds or marks which are not consistent with the explanation given and incidents reported by the child or others must always be reported to the Designated Lead immediately.

The following risk indicators may be significant in the light of other concerns and must always be discussed with the Designated Lead. However, these factors should not be seen in isolation but must be considered within the context of your knowledge of the child and their family. They might indicate possible problems:

a) Observations:

- Unusual tiredness, inadequate clothing, poor personal hygiene, changes in appetite, reluctance to change for PE
- Unexplained absence, persistent lateness, reluctance to go home
- Sudden behaviour/mood changes (acting out, bullying, hyper-activity, attention seeking)
- Being withdrawn, isolation from other children, regressing to the behaviour of a younger child, lack of concentration, signs of depression, obsessive behaviour, failure to seek comfort when hurt
- Low self esteem, self injury, unease or unusual behaviour with men/women, soiling,

inappropriate sexualised play/drawings, the sexual harassment of other children.

b) Things said by or about children:

- That they have been beaten, hit with an implement, improbable/inconsistent explanations
- That they are “picked on” or treated differently from their siblings
- That they are worried about a friend

c) The carer/child relationship:

- Constant negative comments about the child
- The parent/carer hitting the child publicly or the child’s apparent fear of the carer
- Persistent failure to collect the child
- Sudden changes in the parental attitude towards staff
- The child assuming responsibility for the adult
- Alcohol or substance abuse by the parent/carer.

Points to consider:

- Children from all cultures are potentially subject to abuse and neglect. Cultural factors neither explain nor condone children being placed at risk of significant harm – the needs of the child as an individual must be the basis for investigation.
- Children with Special Needs and disabilities are statistically at greater risk of abuse because they often have a greater physical dependency upon adults, may have less social contacts beyond their families and may not have the capacity to verbalise their worries and concerns.
- Staff must be sensitive to the needs and vulnerability of children whose names are already subject to Child Protection Plans and those who are Looked After in Public Care.

If staff members are unsure they should always speak to the DSL or the relevant deputy DSL.

Plan of Action by signs of domestic violence and child abuse

Step 1: Mapping those signs

Whenever a member of staff suspects abuse, or a child volunteers information, they must:

- Seek information tactfully and carefully, listen, take notes of the discussion immediately afterwards and ACT QUICKLY.
- Not promise the child that they can keep the information confidential
- Inform the Designated Lead (or Deputy Designated Lead), or a member of the SLT.
- Be discreet

Concerns are always shared, however minor.

Note down all suspicious signs that appear to confirm or otherwise, domestic violence or child abuse, and store the notes in the pupil’s digital file. Also note down what has been discussed about said signals and the steps (to be) taken and any decisions made.

If the signs of domestic violence or child abuse involve a member of staff, these signs must be reported to an immediate superior or the head as per internal guidelines. *This plan of action is then not applicable.*

Describe the signs as factually as possible. If only a suspicion or a hypothesis is being noted down, be clear about the fact that it is a suspicion/hypothesis. Add more notes if the suspicion or hypothesis is proven or disproven (for example by something the pupil tells you). Mention the name of your source if your report is third hand. Report any results only if these are determined by a member of staff in authority.

Step 2: Consulting with colleagues and winning advice if necessary from 'Veilig Thuis'

Discuss all noted signs with the school's main contact person or the person appointed for internal guidance. If necessary, request advice from Veilig Thuis.

The Designated Lead or Deputy Designated Lead decides what happens next. The DL/DDL will meet with the member of staff to consult and establish:

- whether the signs observed are recognised by others
- whether others have observed additional signs
- whether the signs observed have also led others to suspect child abuse
- which subsequent steps need to be taken

The Designated Lead or Deputy Designated Lead will also decide how to allocate duties and responsibilities with regard to the steps to be taken.

The Designated Lead or Deputy Designated Lead normally speaks to the parent/carer before making a formal referral but, if she believes this might place the child or a member of staff at immediate risk, she will not alert the parent/carer. Staff raising concerns about a child will be told what has happened as a result of their report.

The Designated Lead / Deputy Lead responsible for child protection and who has been involved in the consulting procedure will make a written record of the consultation and is then legally obliged to follow the Dutch Meldcode. It is important to note that under the Dutch Meldcode, a child/minor being witness to domestic violence is considered abuse in itself as it causes significant harm to the child/minor.

Step 3: Speaking to/with the parent(s)/guardian(s)

Suspicions should be discussed with the pupil's parent(s) or guardian(s). For support in preparing to speak, or speaking with them, consult with the school's main contact person or the person appointed for internal guidance and/or Veilig Thuis.

1. Explain the aim of the discussion to the parent(s) or guardian(s);

2. Describe what you have so far noted and any observations you have made;
3. Ask the parent(s)/guardian(s) to respond to what you have told them;
4. Tell them your opinion, your interpretation (if necessary and if possible) of what you have seen and heard, *only* after they have responded.
Should it be a case of female genital mutilation, use the Declaration on Female Circumcision.

Reporting any suspicions without having first discussed matters with the parent(s)/guardian(s) is only permitted if:

- the pupil's, yours or anyone else's safety is compromised;
- if you have reasonable suspicion that the parent(s)/guardian(s) would break all contact with the school following any discussion on the matter.

Step 4: Weighing the character and seriousness of the domestic violence or child abuse.

Based on your suspicions and any signals taken note of (considering any advice gathered and following upon the discussion with the parent(s)/guardian(s)), weigh up the risk, nature and seriousness of said domestic violence or child abuse.

This step is to consider the signs, the information gathered from colleagues and the child, the information from any conversation with parents, with the Care Team for the school. The nature and severity of the signs and the risk of (further) child abuse/neglect/domestic violence are considered within the Care Team. The expertise of the various parties present is combined to be of greatest effect. From this discussion a fitting course of action is agreed and carried out, having at its heart, the support of the child, the parents/guardians and the class teacher.

Note: within the ISH – under Care Team we understand the Principal, the head of school, the learning support coordinator and any therapists involved with the child. On occasion other relevant members of staff (for example the class teacher) may also be included on the care team

Step 5: Decision time: to arrange help or report things further.

If you, together with the school's main contact person and/or the person appointed for internal guidance, and based on your considered opinions from step 4, decide that the school can reasonably be expected to sufficiently protect the pupil and their family members from any risk of domestic violence or child abuse then:

- organise the necessary help (for example from the school's social work department)
- monitor results of any help
- Report any new signs that violence or abuse has not stopped or has restarted.

Reporting and discussing matters with the parent(s)/guardians(s)

If the pupil cannot be or even if you only doubt whether they can be sufficiently protected from the risk of domestic violence or child abuse, then;

- report your suspicions to "Veilig Thuis"

- accompany any report with as many facts and incidents noted as possible, being clear to mention when any information is (also) from a third party;
- Upon reporting to “Veilig Thuis” discuss with them what you personally can do (within the parameters of your normal day job) to help protect your pupil and their family members from domestic violence or child abuse.

Discuss the fact of your report with the parent(s)/guardian(s)

1. explain why you will make a report and what the intention of the report, is;
2. explicitly request a response from the parent(s)/guardian(s)
3. should the parent(s)/guardian(s) raise objections, deliberate on how to address these objections.
4. if this is not possible, weigh these objections against the necessity of protecting the pupil or their family member(s) from domestic violence or child abuse. Consider the nature and seriousness of the violence and (again) the necessity of protecting them by making said report;
5. do make a report if/when your judgement tells you that the protection of the pupil and their family member(s) is paramount.

There need be no contact with the parent(s)/guardian(s) about the report at all if;

- the pupil’s, yours or anyone else’s safety is compromised;
- if you have reasonable suspicion that the parent(s)/guardian(s) would break all contact with the school following any discussion on the matter.

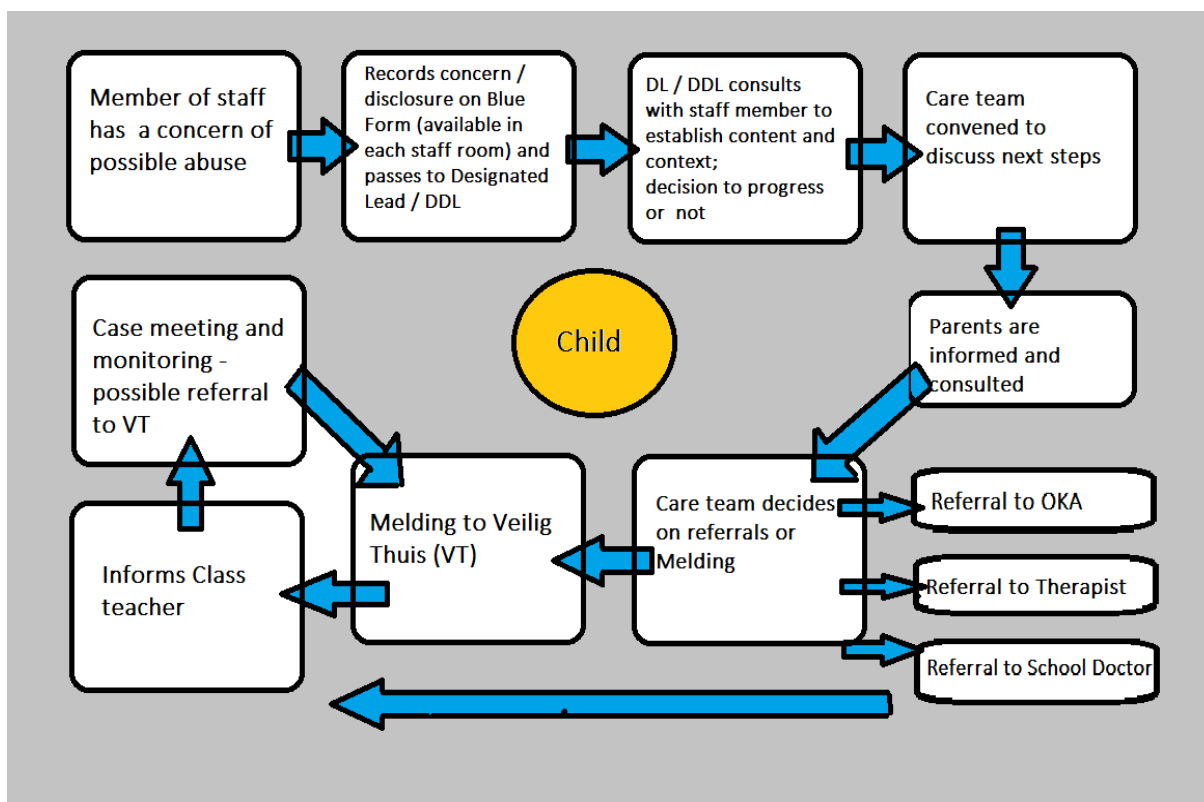
Step 6: follow-up

When the Care Team has offered support/referrals to the family, they also discuss within the team who is going to be responsible for coordinating the care moving forwards. The care team follows the effects of the support/referrals offered, and adjusts this as necessary. If it becomes apparent that it is still necessary, make a ‘melding’ (report) to VT if the child abuse/neglect/domestic violence is ongoing or starts again. Finally, after care is offered to the family/members of staff involved and an evaluation is made by the Care Team of how the case was handled.

CONFIDENTIALITY

Information concerning individual children and/or families must only be divulged to those who are lawfully entitled to this. Staff are required to speak to the Designated Lead and be aware of the danger of placing a child or colleague at risk.

All records pertaining to Child Protection should be written accurately, signed and dated, using the school’s Forms and File Note template, and stored securely in the Head of School’s Office. In the case of children moving from the school these must be sent under separate cover to the receiving school.



*OKA = CJG (Centrum voor Jeugd en Gezin = center for youth and family)

International School Haarlem's Responsibilities

The school's responsibilities for outlining preconditions for a safe working and reporting climate are outlined below.

To make it possible for professional staff to take note of and report domestic violence and child abuse and to set down a Code of Conduct, the ISH must ensure that:

- the contents and aim of the Code of Conduct is made aware to those within the school and among the parent(s)/guardian(s)
- relevant courses and other forms of expertise enhancement are offered regularly in order to have professional staff develop and maintain sufficient knowledge and skills for recognising domestic violence and child abuse, and to know how to utilise the Code of Conduct.
- sufficient expert staff is available to support the teaching staff when registering signs and to help them utilise the steps of the Code of Conduct;
- the Code of Conduct is linked to the work processes as performed within the school.
- how the Code of Conduct actually works is regularly evaluated and adjusted appropriately where and when necessary to optimise said Code of Conduct.
- the manner in which ISH will support its professional staff members when/if brought to court by parent(s)/guardian(s) concerning the use of the Code of Conduct, is previously agreed by Supervisory Board and school lawyers.