



Wellbeing and Safeguarding Protocol

At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways. We strive to develop a positive sense of self and engage with our world on a local and global scale.

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International School Haarlem

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1. Rationale and definitions

At ISH our focus is always on the whole child and a holistic approach to learning. We recognise that for children and young people to learn and achieve their full potential they need to feel happy and safe. At ISH we foster a school environment in which all members can learn, grow and thrive in a mutually respectful, supportive and caring community. We are committed to creating a safe environment where children, young people and adults are confident to share concerns they may have about wellbeing and safety.

In this policy, the definition of wellbeing is as defined as: 'the state of feeling comfortable, healthy and happy.' The definition for safeguarding draws on the NSPCC definition: 'the action that is taken to promote the welfare of children and protect them from harm'.

2. Community expectations

At ISH, we promote positive wellbeing by agreeing a shared set of expectations. For students, staff and parents to have a sense of common direction and purpose, we identify the following responsibilities for members of our school community.

Student responsibilities are:

- To develop an inquiring mind, work to the best of their abilities and allow others to do the same
- To treat all members of our community with respect and call everyone by his/her own name
- To communicate and co-operate with all members of our school community
- To explore all aspects of learning with curiosity and resilience
- To take care of school property and the school environment
- To seek to demonstrate the ISH values

Staff responsibilities are:

- To treat all students and other members of the school community fairly and with respect
- To promote a student's positive self-esteem and enjoyment of learning
- To provide a challenging, inquiry-based learning environment
- To treat each student as an individual and support and challenge them as appropriate, encouraging all students to fulfil their potential
- To create a safe and pleasant school environment
- To be a good role model and actively demonstrate ISH values
- To use praise and sanctions consistently and fairly

Parent/ carer responsibilities are:

- To make children aware of appropriate behaviour in all situations
- To support the school in the implementation of this policy and ISH values
- To respect all members of our school community
- To foster good relationships with the school

3. Behaviour guidelines

At ISH we expect students to behave well and respect each other. We create an inclusive, stimulating, challenging and exciting learning environment. We expect high standards of behaviour and good care and respect for others. Expectations are modelled each day by staff, children and parents of the school, fostering and reinforcing good behaviour.

High standards of behaviour are also encouraged through the use of positive action as well as sanctions. These include 'ISH points' for demonstration of the IPC personal values and IB Learner profile traits. Please see our behaviour policy for further expectations of behaviours and details of rewards and sanctions. You can find the latest version of the policy on our website.

4. Anti-bullying policy

Code of Conduct – Bullying

As a public international school, we are accessible to all and do not discriminate by gender, birth country, religious or political beliefs, socio-economic background or learning challenges of any kind. We strive to be a meeting point for the beliefs and principles held by our school community and to offer opportunities for the sharing of a variety of faith, beliefs 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 students. We adopt a zero-tolerance approach to bullying and have a code of conduct which details how bullying is prevented and managed within our school community.

What do we mean by 'bullying'?

We define bullying as:

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. (National Centre against Bullying.au)

We recognise the following:

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 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 work to prevent bullying?

At ISH we recognise 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 others. This may be discussed as part of PSHE/SEL lessons, class teacher/mentor engagement and our firm foundation of behaviour expectations in line with the IPC personal learning values and the IB learner Profile traits.

Our preventative measures are as follows:

School Rules

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 issues recognised and dealt with consistently.

Reporting Platforms

Primary children are encouraged to share concerns with their class teachers and are given space and time to do this. They may use a worry box or express concerns directly.

Secondary students use the welfare checker in Class Charts. This asks them to represent their current feelings by use of a smiley symbol, with linear scale of 1-5. There is a place for them to notify their Form Tutor of concerns in the welfare checker if they need support.

Secondary students may also visit our school counsellor by drop in at clinic times or by prearranged appointment. They can report concerns here which are then followed up by the inclusion department.

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 coordinators are members of the Inclusion team.

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

Teacher intervention

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 student 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 their interpretation. Teachers encourage 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 student(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 agencies. The school and parents will work together on these solutions.
- An action plan is drawn up with agreed behaviours to stop the bullying actions and rebuild relationships. This is shared and agreed with all parties.

We are aware that bullying and aggression are increasingly occurring via digital media. 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.

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 as well as welfare and safeguarding policy. We work with outside agencies to support training of staff in line with national compliance and advice.

5. Mental Health

Measuring well-being is important for assessing health of individuals as well as the school as a whole. At ISH we ask our older primary children and secondary students to fill in a well-being survey in the summer term of each year. This helps us to identify any concerns children and young people have by asking them targeted questions about how safe they feel and their enjoyment of school.

We recognise that a measure of well-being cannot only be an assessment taken at a fixed point in time but that it should be flexible and on-going. For this reason, we use Class Charts as a platform where Secondary students may register their current state of well-being on a 5 point scale from 'unhappy' to 'great'.

We have a qualified student counsellor as part of our Secondary staff team. She is available to students at drop-in clinic times or by appointment for more sustained help. She also runs initiatives which are aimed at promoting positive mental health. She works closely with the SLT and Form Tutor team.

6. Domestic violence and child abuse – Meldcode

For the purposes of this policy where we write ‘parents’ we mean ‘parent or legal guardian’.

Registering at-risk youth in general: Meldcode (Reporting code) and Verwijsindex

If child abuse is suspected, the school will take the steps described in the *Reporting Code for Domestic Violence and Child Abuse*. In Dutch, this is called Meldcode. All staff adhere to the *domestic violence and child abuse reporting code*. This reporting code describes the steps a school must take to identify and respond to (suspected) domestic violence and child abuse. Its aim is to be a quick and appropriate response, so that fewer children are confronted with violence and abuse. The Head of School has a copy of this code in Dutch available for inspection.

In case of concerns, the school will also register a child (0 to 23 years of age) in the *Verwijsindex risicojongeren (VIR)*, a digital register of at-risk youth for professionals who work with young people. The aim of the VIR is that these professionals can collaborate when several of them report the same child being at risk in their development. That way, they can work together on an appropriate approach to the child's issues and their family. The VIR is included in the amendment to the Youth Care Act and so all professionals working with youth are lawfully required to use it.

Reporting Code for Domestic Violence and Child Abuse

Introduction

The law Reporting Code for Domestic Violence and Child Abuse (applicable as of 2013) obliges *all* professionals, including staff working in Education, to follow 5 designated steps when they suspect child abuse and/or domestic violence, including sexual abuse.

Reporting potential child abuse and/or domestic violence is a professional norm and necessary:

- In **all** cases of acute unsafety and/or structural unsafety: a serious incident (e.g. a child has been hit and shown bruises) or a build-up of abuse (e.g. mental abuse or neglect)
- In all **other** cases where a professional believes they cannot offer or organise effective support in situations or risks of domestic violence and/or child abuse, taking into consideration their competence, responsibilities and professional boundaries.
- When a professional who offers or organises support against the risk of domestic violence and/or child abuse concludes the unsafety does not stop or repeats itself.

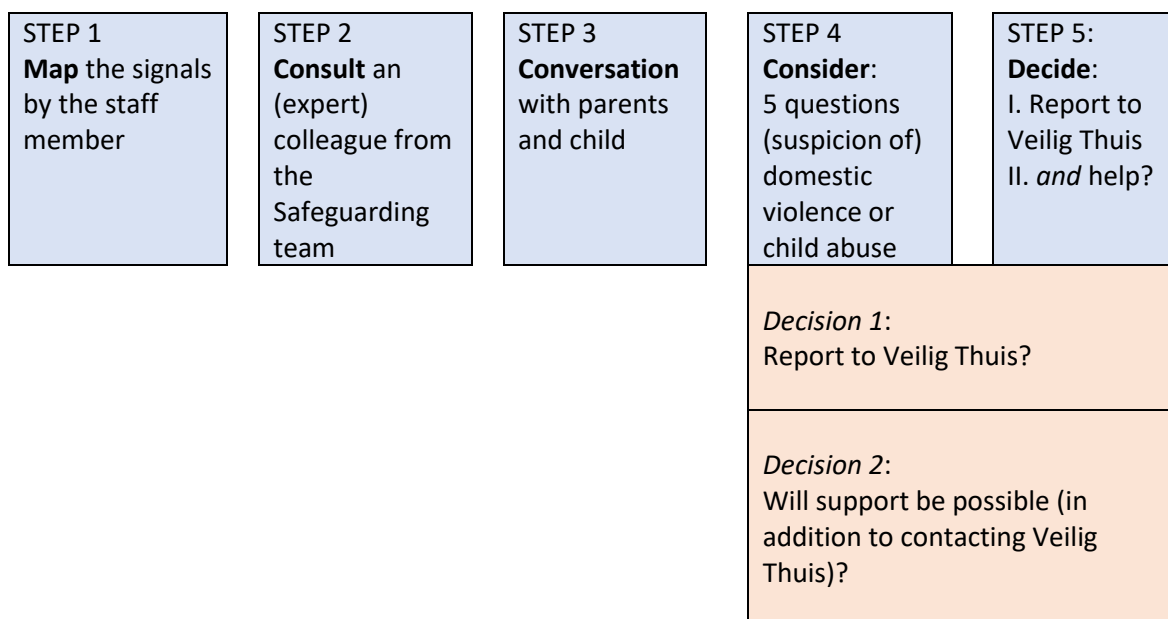
The reporting code is not only intended for (suspected) physical violence, but also for psychological or sexual violence and neglect. The five steps in the reporting code help professionals from the moment of identification to the decision on whether or not to report to Veilig Thuis (Advice and Report Centre for Domestic Violence and Child Abuse).

The Reporting Code considers it child abuse as well if a child has witnessed domestic violence or abuse.

The steps will be taken by the Safeguarding Persons: Janine Ric-Hansen in Primary and Clare Peterkin in Secondary. They report directly to the Heads of School, who make the up the safeguarding team. In absence of Safeguarding persons, a Head of School should be contacted.

The email address of the safeguarding team is safeguarding@internationalschoolhaarlem.nl

5 steps of the Meldcode



In step 1, every staff member may address signals with the safeguarding persons. The safeguarding team will proceed with step 2-5, if necessary and protects the internal procedure and performance of the steps.

Step 1: Map signals

The child check is necessary if there is a situation that the parent can cause (serious) harm to minors (children under 18 years old). See guidance below.

In the case of a positive child check, the next steps in the reporting code will be followed. If there is not a cause for concern, the case can be closed and recorded by email to a member of the safeguarding team.

Whenever a staff member suspects abuse, or a child shares information with the staff member, they must:

- Seek information tactfully and carefully, listen, take notes of the discussion immediately afterwards and act quickly. Notes should be as factual as possible. In case of a suspicion or hypothesis, it should be made clear these are not facts. If the report comes from third hand, the sources should be mentioned.
- Notes should consist of the suspicious signs, date, discussed next steps, any decisions that have been made and other relevant information. They should be mailed to a member of the safeguarding team who will save the email in a protected file. This is how the safeguarding team is informed. Emails should be deleted when they have been read and saved. The team will inform you of this.
- Not promise the child that they can keep the information fully confidential.

- Keep the information confidential from all other colleagues, students and adults in the school.

Step 2: Consult members of the safeguarding team and/or Veilig Thuis

The safeguarding team meet to decide about steps 2-5. The meeting is minuted.

The safeguarding team might meet with the member of staff to consult and establish:

- whether the signs observed are recognised by others
- if so, they will ask the other(s) whether they have observed additional signs
- if so, the signs observed have also led these other(s) to suspect child abuse
- which subsequent steps need to be taken

The safeguarding team will then decide how to allocate duties and responsibilities with regard to the steps to be taken. They might request advice from an external professional, which can be:

- Veilig Thuis
- A doctor or psychologist
- Centre for Youth and Family
- The consultant of the Samenwerkingsverband Passend Onderwijs
- Chairman of the board

Step 3: Conversation with the person(s) involved

The concerns should be raised with the parents and if possible and responsible with the child itself.

Safeguarding person and Heads of School will carefully prepare the meeting and can ask for guidance from Veilig Thuis in advance.

The following steps will be taken:

1. Explanation of the aim of the meeting to the parent(s)
2. Description of what you have been noted so far and any observations which have been made
3. Asking for the parent's response
4. Share the school's opinion and/or interpretation (if necessary and if possible after they have responded after the parent's response)

Skipping step 3

Reporting any suspicions to Veilig Thuis without having had a meeting with the parents will only be permitted if:

- the child's or the staff members' safety would be put at risk
- if there would be a reasonable suspicion that the parent(s) would break all contact with the school following any discussion on the matter.

Step 4: Consider the violence or abuse

Based on all the information gained in step 1-3, the risk should be weighed up if there is acute or structural unsafety.

The following points should be considered:

- Assessment if the child's safety is at risk
- An estimation of the risks for child abuse and/or domestic violence
- Assessment of the nature and seriousness of the problems
- The necessity of an official report to Veilig Thuis
- The necessity for setting in motion other forms of support
- To what extent are parent(s) and child motivated to accept support?

Veilig Thuis can be consulted, as well as Zorg Advies Team, which consists of the Educational Compliance Officer of Municipality Haarlem, Youth doctor and nurse and an officer of the Centre for Youth and Family.

Step 5: Make a decision: report or organise

In step 5, professionals make a decision based on 2 questions:

1. Is reporting to Veilig Thuis necessary?

Reporting is necessary if there is an acute or structural unsafety.

2. Is it possible to provide or organise support?

Support will be possible if:

- the professional is able to offer or organise appropriate help;
- the parties involved cooperate in the support organised;
- the support leads to sustainable safety.

The decision will be made, based on **5 considerations**, as shown in the overview below:

1. Considering the suspicion

Step 1-3 have been taken and

A: Based on these steps, no action will be required: finalise and close file

B: There is a strong suspicion of domestic violence and/or child abuse.

The competent authority (board) have been informed when this suspicion has been noted by a member of staff. Go to consideration 2.

2. Safety

Based on steps 1-4 of the Reporting Code school (in conjunction with board)/compliance officer municipality, assess acute and/or structural unsafety.

A: NO -> go to consideration 3

B: YES or doubt -> report to Veilig Thuis directly (by phone, can be done anonymously). The next steps will be taken together with Veilig Thuis

3. Support

Are school/one of the school's partners/ compliance officer municipality capable of offering or organise effective help and can the threat of potential domestic violence be prevented?

A: NO-> report to Veilig Thuis. Veilig Thuis will take a decision within 5 working days and feeds back to the person who reported.

B: YES -> Continue with consideration 4

4. Support

Accept the persons involved the help organised in consideration step 3 and are they willing to commit themselves to the help?

A: NO -> Report to Veilig Thuis.

B: YES -> Start organising support, schedule a period after which effect should be visible or noticeable. Make this as concrete as possible. Discuss who owns which role and appoint a case manager. Discuss the tasks of all people involved and specifically the case manager, so the expectations will be clear for everyone. Keep a record, perform and continue with consideration

5. Result

Does the support lead to the results regarding safety, wellbeing and/or the recovery of those involved directly within the discussed period?

A: NO -> Report to Veilig Thuis

B: YES -> Finalise the support whilst logging agreements about monitoring the safety of the people involved.

7. Sexual abuse

Obligation to report sexual abuse in education

The Law to Combat Sexual Abuse and Sexual Harassment in Education is also referred to as the Notification, Consultation and Reporting Obligation. This law obliges all employees who suspect or receive information about a possible sexual offense by an employee of the school against a minor student to immediately report to the competent authority. This law has been in existence since 1999. The aim of the law is to prevent sexual offences be resolved internally by schools, with the possible consequence that the employee is at the same school or commits another sexual offense elsewhere.

The process to follow consists of these steps:

1. An employee of an educational institution has the suspicion of, or information about, a sexual offense committed by an employee of the school against a minor student.
2. The employee reports this to the competent authority (the chairman of the board).
3. The competent authority consults with the confidentiality inspector of the Dutch Education Inspectorate
4. There is a reasonable suspicion of a criminal offence.
5. The competent authority informs (parents of) the complainant and the accused that a report has been filed.
6. The competent authority files a report with the judiciary or the police.

Students, staff and parent(s)/guardian(s) can report sexual harassment to the inclusion team. The safeguarding persons for social-emotional concerns of the International School Haarlem are Janine Ric-Hansen, Clare Peterkin, Hannah Mansbridge and Mirjam van den Berg.

The duty to report applies to all staff members. The school's safeguarding team who in their professional capacities might receive information about alleged sexual offences, are also obliged to inform the authorities immediately. The safeguarding team cannot cite confidentiality in these cases.

8. Codes of Conduct Social Safety

The school has codes of conducts to safeguard against sexual harassment, discrimination and violence.

Any violation of the codes of conduct (staff towards staff or staff towards students) should be reported to the safeguarding team.

Please see appendices for the codes of conduct.

9. Digital safeguarding

Children in our primary department are expected to use school computer equipment including hardware, software, network and internet services to enhance their learning responsibly and ethically. All students are monitored to ensure that they are working on school-related assignments and are within safe screen time limits.

In addition to the above, our secondary students are required to sign an ICT code of conduct to ensure they follow guidelines written to keep them safe with use of technology. Parents are also required to sign, and so endorse, this document. Students are taught about the code of conduct by their Form Tutor and receive regular guidance from all teachers. Students who break the code of conduct will serve an afterschool detention. Serious infractions may result in parent and student interviews and strict disciplinary action.

Protection of privacy, GDPR

In order to fulfil our role as school, we need the personal information of our students and their parents/guardians. We treat this data with the utmost care and follow the boards' and national guidance regarding GDPR. For example, we ensure that the appropriate security is in place. Only a small number of people have access to this data.

We only process the personal data

- that is required to comply with our legal obligations, such as the financing of education;
- when it is legitimately required, for example when using digital learning resources, data exchange with educational publishers who supply our academic data tracking programmes;
- when it is needed to perform our public duty, for example for admission into special education and for the progression service for education (exchange of details between two schools, OSO in Dutch);
- when we fulfil the education agreement, for example collecting parental contribution;
- to protect vital interests, for example recording a child's (severe) allergies.

If we need to process data that does not fall under these requirements, we request parents' permission. Parents can withdraw your consent at any time.

Parents also have the right to view the personal data we process, to have it amended, to object to it, to have it deleted and to request that the data processing be stopped. They can submit a request to do the last to the data protection officer of TWijs: fg@twijs.nl.

We only share personal data with third parties when this is absolutely necessary. In order to ensure that these parties, for example the Ministry of Education, or the providers of digital learning materials, treat the data with the same care that we do, we ensure they sign a processing agreement.

More information about the processing of personal data by TWijs can be found in the privacy statement on the TWijs website in Dutch.

10. Recruitment of Staff

Staff

ISH is committed to and legally accountable for ensuring those who take up appointments or who work in 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 staff who work in an unsupervised capacity will be required to apply for a relevant Certificate of Good Conduct as follows:

- anyone who has lived or worked in the Netherlands will be required to apply for a Certificate of Good Conduct. This is called a VOG (Verklaring Omtrent het Gedrag) in Dutch. The application is online via a link sent by the employer. The certificate is issued by the Dutch Ministry of Justice and Safety and has to be handed in to HR as a hardcopy, to prove the authenticity of the certificate.
- anyone who has lived or worked in any other country outside the Netherlands 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. New staff moving to the Netherlands will always be asked to apply for a VOG as well. This can only be done while in residence in The Netherlands.

All new staff members will be introduced to the safeguarding policies during their induction. All staff will have to prove yearly to Heads of School they have read the safeguarding policies. Where applicable, for example when official guidance changes, staff will be informed via a meeting.

The Head of School calls the Head of School of the applicant with safeguarding questions as a check as a part of the final stage of the application process.

Volunteers

Any volunteers in the school also need a Certificate of Good Conduct to be able to work in the school. They will always be under the supervision of a staff member and are expected to follow all safeguarding policies.

11. Appendices

Appendix 1: Prevention of Discrimination

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 students.

The following is expected from everyone within the school:

- Staff, students 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 negative sexually orientated, discriminating or disparaging comments are made. Individuals should feel safe and able to voice their complaints about discriminatory behaviour
- Supervision ensures that students and parents/guardians are not discriminatory towards other students and their parents/guardians in either language or behaviour.
- Staff, students 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 students 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.

Appendix 2: Code of conduct – Sexual Harassment

School society / pedagogical climate

- Staff, students and parents 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 ensure that such behaviour does not occur between students
- Staff ensure that no offensive sexually orientated posters or material 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 students

- Students 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. Students are never invited to a teacher's home.
- Email contact between pupils and teachers is for educational or welfare purposes only. In an extraordinary situation staff may be asked to share evidence of contact.
- The class door remains open at all times where there is one to one contact, for instance during break, between class or after school. Students and staff always meet together in a room with a window.

Comforting/rewarding/congratulating etc. in a school situation

- In the lower primary years a child may wish to and is allowed to sit on the teacher's lap. We consider this less acceptable with children in the more advanced primary classes.
- Rewarding should be in line with school policy. ISH points, stickers, postcards home and class agreed treats are examples of rewards used in school. There is no place for teachers to reward individuals with gifts or share treats with individuals and small groups, no matter how innocent in intent.

Help with dressing and undressing

- Group 1 and 2 children often need help with dressing and undressing for example, when visiting the toilet, changing clothes after accidents and dressing up. This is a normal task of any teacher engaged with the children. Teachers always take the student needs and wishes into account and make sure to ask if they require help or not.
- From Group 4, girls and boys are separated when changing. The teacher only enters the changing rooms following a clear agreed signal. All students have underwear on when changing or during PE lessons.
- In a severe emergency situation, health and safety/ first aid takes priority over changing room guidance

First Aid

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

encouraged to complete basic first aid independently or under supervision but without contact.

Extra curricular activities

- During school camp or other overnight school trips, boys and girls sleep apart. The leadership sleeps apart from the students.
- When students are changing, the leadership may only enter the relevant area following upon a clear agreed signal from them. This applies to all staff.
- In principle, a staff member and a student 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.

Appendix 3: 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, students and parents to feel safe within their school environment.

Definitions

Aggression/violence can be understood as- any action or conduct by a teacher, student, 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.

How we tackle student versus student violence

If an incident occurs during school time between two students, the details of the incident are explored and reported.

A teacher discusses the incident with both victim and culprit as well as eyewitnesses. Students are interviewed separately to each other. The teacher tries to find out what has happened and if there is any indication of deliberate aggression/violence. Notes from the spoken reports of all interviewed students are made.

If deliberate, the teacher must inform a senior member of staff and share findings of the interviews. Students are kept in isolation from each other until the investigation is complete and consequences agreed.

The senior member of staff will inform parents of the incident and decide on consequences. In severe circumstances the police may be contacted.

Consequences range from detention to temporary suspension and in rare cases, exclusion. The school board is informed of suspension and part of a committee to decide if exclusion of the student is required.

Violence directed at teachers

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

- 1 member of senior staff
- 1 safeguarding person

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

The victim must always give a full 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.

Depending on Committee decisions concerning the severity of the incident, a written report is made to others (e.g. parent/police). Disciplinary procedure may be followed at this point.

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 and due diligence.

12. Sources

<https://learning.nspcc.org.uk/safeguarding-child-protection>

<https://www.lexico.com/definition/well-being>

<https://www.icmec.org/education-portal/>

<https://www.ncab.org.au/bullying-advice/bullying-for-parents/definition-of-bullying/>

[Meldcode Huiselijk geweld en kindermishandeling | Huiselijk geweld | Rijksoverheid.nl](#)

[Meldcode Kindermishandeling en Huiselijk Geweld | Augeo](#)

[Nederlands Jeugdinstituut | Nationaal kenniscentrum over opgroeien \(nji.nl\)](#)

[Kennisbank - overzicht - School en veiligheid](#)