

Safety plan

Governor de Graaff school



GENERAL

School

Contact details

Governor de Graaff school

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School board

Governor de Graaff school

Number of students: 45

Chairman of the Board of Directors: Irving Brown

gdgschoolboard@gmail.com

Director: Jolly Ferwerda

directorgdgschool@gmail.com

Vice-principal: Elske Gibbs

elskegovdegraaffschool@outlook.com

• Introduction

Before you lies the Governor de Graaff School's safety plan. It describes our school's policy on social and physical safety, aimed at preventing, handling, recording, and evaluating incidents. As a school, we strive to create a living and learning environment in which our students and staff feel safe and have a positive connection to the school. We want to raise children to be responsible and active members of society. Our school focuses not only on core subjects but also contributes to students' social development. To this end, we view the classroom and the school as a training ground.

Our safety policy aims to prevent all forms of aggression, violence, discrimination, sexual harassment, and bullying within or around the school and to take appropriate measures when incidents occur. Our safety policy also focuses on preventing physically unsafe situations. The safety plan contains all the agreements, rules, and protocols we maintain for our students, staff, and parents.

• Legal requirements

Primary (and secondary) schools are required to ensure a safe school environment, as a result of an amendment to the education laws. The law stipulates the following aspects that schools must comply with:

- Obligation to implement an active safety policy. The school has a safety policy aimed at preventing and handling incidents. Schools must actively implement this safety policy in practice. Regarding bullying, schools are advised to choose an anti-bullying method that aligns with their own social-pedagogical vision.

The school ensures that students treat each other and others with respect. The students feel himself demonstrably safe at school.

- Periodically monitoring the perception of safety

The school has insight into the safety perception of students (based on the Safety at School Act) and staff (based on the Working Conditions Act) and the incidents that occur.

The school conducts annual monitoring of students using a valid, standardized instrument. This provides a current and representative picture of students' perception of safety. The monitoring must minimum three aspects minimum to inquire :

- How do students experience social safety at school?
- Are students experiencing safety concerns?
- How is the well-being of students at school?
- Tasks that should be assigned to at least one person

The law requires that every school appoint a person to coordinate anti-bullying policies and act as a contact person. The confidential counselor is becoming hereby as example named .

- A single point of contact when it comes to bullying;
- Anti-bullying Policy Coordinator.

The safety plan is a working document and will be revised at least every two years based on various factors, such as new insights, current developments, and agreements. This way, we continue to work on improving our social and physical safety.

This safety plan is available on the school's website. By enrolling a child at the Governor de Graaff School, parents agree to this policy.

1 • Vision, general objective and principles

Here at Governor de Graaff School, we're like a family. A family where we care for and support each other. Because we're a small school, we get more personal attention and know each other well.

Governor de Graaff School is a public school. Everyone is welcome at our school, regardless of religion, race, or background. As our motto for Statia Doet was: We are all fish in the sea, and every fish is welcome here, whether they swim fast or slow, are big or small, are green or purple...

Our mission is to educate and guide your son or daughter in a safe, inspiring, and inclusive environment, so that we can maximize the results of their school years.

Our vision is that after 8 years of education at our school, we will produce students who are versatile and who will face their future with confidence and responsibility.

To achieve this mission and vision, we consider a number of things very important:

Involvement

Pleasure

To collaborate

Involvement

Students, parents and teachers feel seen and heard in an environment where safety, involvement and autonomy are central.

Teachers radiate support for the school's vision. It's a shared vision. We believe collaboration is crucial. Together, we care for and engage with our students. We utilize each other's strengths and observe each other in the classrooms. A good example of this is the Dutch lessons. Teacher Audrey also teaches these lessons to the upper grades. Conversely, teachers Elske and Aisha teach English and math to the lower grades. The goal is to learn from and with each other. We are engaged with the students and their experiences.

Parents are actively involved in the school's operations from the very beginning of their children's school years. Parents can participate through the parent council or the participation council. Through ClassDojo, we involve parents in what's happening in the classroom and at school. We believe it's important to maintain open communication with parents. If something happens to your child, or if we suspect your son or daughter needs additional social-emotional or educational support, we will always discuss it with you. Therefore, we encourage you to send the teacher a message via ClassDojo or to stop by the school with any questions or comments. The principal is also always happy to speak with you.

Students are involved in the school. We take their ideas seriously and believe it's important to involve them in the thinking and decision-making process. We do this through the student council, among other things. On a smaller scale, we use the same approach in our classrooms. We want to increase students' own input during lessons. This means we explore what students want to learn, which leads to a higher level of engagement. We provide students with a personal plan, which not only outlines their strengths and areas where they need extra help, but also what they themselves want to focus on.

Pleasure

For teachers, enjoyment and trust are the foundation of their work. Teachers are passionate about their profession. Teachers have found a good work-life balance and radiate joy in their work. Parents can sense

this. Teachers are enthusiastic about researching and implementing innovations. As a school, we are pleased that, as a team, we can help this school flourish and grow.

Parents are happy with their choice of school and trust that the teachers will do their utmost to help their child develop as well as possible. They give this back to the teachers in the form of feedback. Parents encourage each other and their children to reach their full potential.

For students, having fun is essential for development. If you enjoy school, you'll enjoy going. Enjoyment fosters a desire to learn, but also to play, explore, and be together. In education, we focus on becoming independent but also on doing things together, such as joint school assignments and sports.

To collaborate

Teachers collaborate with childcare and the secondary school, and also with each other to create a continuous learning pathway. The team respects each other's choices and discusses each other's ideas about education. We believe it's very important to support each other, and we convey this to the students. We can give and receive feedback. As a team, we contribute to new developments in education.

At our school, we believe the Golden Triangle is very important. Within this triangle, the child is central, and parents and the school support the child from various perspectives. The child essentially "rests" on the teacher and parents. The triangle symbolizes that the school and parents work together on the child's development.

Schools and parents need each other to achieve successful education. Good communication between schools and parents improves students' social-emotional functioning, work ethic, and academic performance.

Students learn to collaborate on school-wide themes and celebrations. They address each other when necessary and learn how to do so respectfully. All children at this school help each other when needed. In class, students work together on various projects and assignments, but we also work together across groups.

School is responsible for:

- *determining the content of education;
- *providing good education;
- *monitoring the child's development and reporting to the parents;
- *the development of 'good people' who make a positive contribution to democratic society;
- *providing a safe 'second environment' (school).

Parents are responsible for:

- upbringing and care ;
- providing a safe 'first environment' (home);
- regular school attendance and punctuality (parental involvement);
- informing the school about matters that could affect the child's well-being and functioning;
- encouraging things that can positively influence well-being and functioning at school.

We teach children that they are partly responsible for the community by:

- at to assure for each other ;
- each other at to help ;
- everyone matters and belongs;
- to resolve conflicts together ;
- to take responsibility for one's own behavior;
- responsibility for the environment (materials, agreements and rules).

2 • Social security

Our social security policy covers three forms of prevention: primary, secondary and tertiary prevention.

Primary prevention

By primary prevention we mean that we have a school climate such that our students and staff learn and work in a safe environment, so that dropouts are prevented.

Our policy at primary level is reflected in:

- interschool identity
- inter-school protocols and regulations (including the Protection Code)
- inter-school agreements in the context of task policy, discussion cycle;
- evacuation plan ;
- the rules of conduct that the school has drawn up in collaboration with students and parents: see school guide;
- attention to tailor-made education;
- our approach to (digital) bullying;
- our agreements regarding the use of digital resources and online communication;
- the satisfaction survey among students, staff and parents in which, among other things, asked about well-being.

Basic rules:

Ten golden rules:

- I will treat all staff, fellow students, and myself with respect. This means: I will not touch others or their property without their permission. I will not use offensive language or threaten anyone.
- I behave the way I want others to behave towards me
- I go to school on time every day
- I will have all the necessary materials and homework to complete my schoolwork
- I will not take my mobile phone, tablet or anything else with me unless the school has informed my parent(s).
- I only eat and drink in the classroom and tidy up after myself.
- During recess, I will remain on the school grounds and will not enter the classroom unless I have permission from my teacher or other staff members.
- All teachers and staff have the right to correct me and my fellow students
- I will always look neat and wear my school uniform in the correct manner, which includes the way I do my hair and wear my jewellery.
- I will be peaceful and will not provoke fights or use any form of physical violence. If there is any unrest, I am obligated to immediately inform a teacher or employee.

If a student fails to comply with the above rules, there will be consequences. These rules apply both inside and outside of school during school hours for activities or gym classes.

The school expects appropriate behavior from all students. By demonstrating good behavior, we create an inspiring, safe, and inclusive learning environment.

Simple rules:

- Trust your own mind and behavior, think carefully about right or wrong and the consequences
- Do not use swearing, offensive or intimidating language towards classmates, other students or adults
- No display of inappropriate affection

Clear rules in the classroom and at school are important to prevent unwanted behavior (such as bullying).

The rules are communicated to parents and third parties during parent-teacher meetings, in the newsletter, and on our website. This sets the tone at the beginning of the school year: "This is how we do things here at school." The group rules and rules of conduct are established jointly by the students and the teacher. Each student and the class teacher(s) commit to these rules.

Group rules and etiquette are taught. We practice these etiquette rules with the entire class. The rules are enforced. This requires the teacher (or other adults in the school) to:

- model behavior to show ; to exhibit; to exhibit
- Remind students of the rule;
- Ask students if they do not follow the rule and give them a boost if they subsequently do so;
- All teachers (if necessary) regularly revisit one or more rules that students are having difficulty with by repeating the behavioral instructions in class;
- All adults in the school help to monitor compliance with the rules.

3. Protocols

The school administration and board employ a preventative approach. Their procedures are outlined in various protocols. This section covers the anti-bullying protocol, the internet protocol, the sexual harassment protocol, the violence and aggression protocol, and the conflict management protocol.

3.1. Bullying protocol

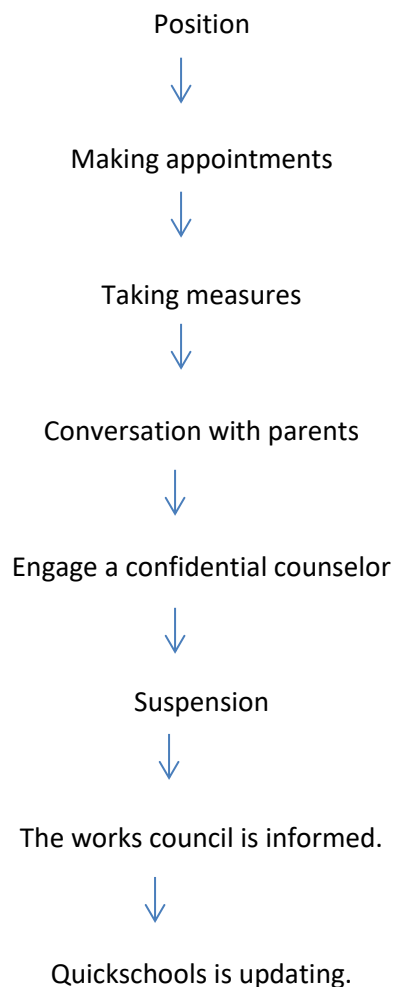
Teasing is not bullying. Teasing is harmless compared to bullying, which is systematic and involves a clear display of power and a hurtful attitude toward the victim. This distinction isn't always recognized by teachers or parents, for example. By establishing this protocol, our school aims to prevent bullying as much as possible by setting clear rules. Teachers must be able to identify bullying and take decisive action when it occurs. If this problem recurs frequently, action must be taken according to a step-by-step plan.

What signs does a teacher observe in the bullied? They want to stay close to the teacher to find support; they avoid cooperation, perform less well, or have difficulty concentrating. The bully, on the other hand, exhibits more untouchable behavior, takes on a leadership role, or is involved in tense situations.

In cases of bullying, the teacher is the primary point of contact. The teacher must take a clear stand: bullying will not be tolerated and the victim will be protected. If the bully repeats the incident, the teacher will take the next step. They will convene the parties and attempt to resolve the bullying by making agreements. The report will be filed in Quickschools. Parents will be informed of the steps the school will take, such as staying indoors during recess or having a more in-depth conversation with the bully. In the case of recurring incidents, parents will be involved in the conversation and are expected to provide support from home. A written report confirms the agreements. This report will also be posted in Quickschools.

If the bullying persists, a confidential counselor will be called in. The social worker at The Rock will be contacted first, with the parent's knowledge, of course. If the situation becomes unresolvable, the school will suspend the student. A parent or staff member can, if desired, contact the complaints committee.

The flowchart looks like this:



The support services provided at the Governor de Graaff School can be diverse. These are aimed at both the bullied and the bully .

Guidance tasks aimed at:	
Bullied student	Bullying student
1. The bullied person tells their story. The counselor listens empathetically and asks some probing questions.	1. The rule is the rule. Bullying is condemned and has no place in social interaction at Governor de Graaff School.
2. The bullied person describes the process and reflects on his own feelings and the action taken.	2.The bully describes the process and reflects on his own feelings and the action taken.
3. The counselor discusses with the bullied the alternatives on how to deal with bullies.	3. The counselor encourages the bully to adopt an attitude of appreciating the bullied person's good behavior.
4. The counselor builds the bullied person's self-confidence by emphasizing his or her strengths.	4. The counselor develops an alternative behavior in the bully to prevent bullying: thinking before the student acts.
5. The supervisor rewards the development towards assertive behavior.	5. The supervisor rewards the development towards a more positive attitude.
6. The bullied person becomes more and more detached as the process progresses.	6. The bully becomes more and more released as the process progresses.



The Governor de Graaff School's internal supervisor is responsible for coordinating anti-bullying policy and advocacy efforts related to bullying. She shares her observations and experiences with the principal and school board. She serves as the liaison between the confidential counselor and school management.

The internal supervisor makes suggestions regarding the prevention and reduction of bullying.

Conditions for effectively dealing with bullying are:

1. Bullying must be taken seriously.
2. Communication is better than mere punishment.
3. Involve parents in the process.
4. Correct the bullying behavior immediately and reward the desired behavior.
5. Avoid overprotecting the bullied and do not label the bully.
6. Do not allow a parent to single-handedly take over the school's guidance process.

3.2. Internet Protocol

Computers play an important role in society, including in our schools. The internet is ubiquitous these days, thanks in part to smartphones. Internet protocol is crucial for education to prevent inappropriate use of computers and the internet. Cyberbullying and visiting adult websites are examples of this. Schools have a responsibility to teach students how to use computers properly. Filtering out undesirable sites generally doesn't solve any problems. It's better to monitor search history.

The older students at our school have their own phones, use social media, are comfortable using computers, and enjoy playing games on them, according to a brief survey. However, some students are unaware that not all websites are reliable. In the youngest grades, children are introduced to educational programs on the computer through play.

To ensure everything runs smoothly, the development of this internet protocol is essential. This section contains agreements and rules regarding computer use.

Dates	
Student	Staff
1. Children are not allowed to use their own email addresses. If necessary, the school will create specific addresses.	1. The school assigns school-specific email addresses to staff. Personal addresses may not be used within the school.
2. Students use the computer to gather information for educational purposes.	2. During school hours, the computer is not to be used for private purposes in the presence of children.
3. Personal information (e.g. address, photo, telephone number) will not be passed on without the teacher's permission.	3. Personal information about teachers can only be made public with the consent of the data subjects.
4. Proper language use is required when communicating.	4. Remain formal in your language towards third parties if the information is school-related.
5. Sites can only be visited after teacher approval.	5. Adult sites or other unwanted sites must not be opened.
6. Cyberbullying is tackled and punished.	6. The teacher monitors cyberbullying and acts in accordance with the anti-bullying protocol.

7. Downloading information is only permitted with the teacher's permission.	7. The teacher monitors the students' downloading behavior.
8. Mobile phones and other portable devices are prohibited on school grounds. Students are not to bring these to school.	8. Before the start of school, the administration will accept phones and other portable devices. These will be returned after school.
9. Photos and video clips of a personal nature may not be downloaded without the teacher's permission.	9. Photos and video clips of students may only be used publicly with parental permission.
10. If an incident unexpectedly occurs, it will be reported to the teacher.	10. The teacher handles an incident in the spirit of the agreements made.

Below are some other important agreements:

1. As a school, do not violate copyright without the permission of the copyright holder.
2. Forging or manipulating e-mail messages is prohibited, e.g. changing the content without the knowledge of the person concerned.
3. Persons authorized to access the school's email address are required to keep it confidential. A shared message will be shared with colleagues by the management.
4. The school website is intended to store general information and important school documents. Privacy information is avoided, except for staff's business email addresses. The content is approved by the school board before being posted online. The information is kept up-to-date.
5. An employee retains the right to have the data registered about him deleted if it is no longer relevant or is in conflict with the code of conduct.
6. The theft of login codes or the viewing of confidential information that does not belong to the person concerned will be punished in accordance with the procedure formulated below.

The handling procedure for settling an incident

The supervisor detects a violation of internet protocol. The supervisor is a class teacher if students violate agreements. In the case of a violation by a teacher or other staff member, the supervisor is the principal. If the principal is in violation, the board takes action. The incident report is recorded in writing, as is the subsequent conversation. A written warning is sent to the offender, if they are a teacher or principal. In the case of a second violation, an appropriate punishment is applied, depending on the nature of the violation. For example, in the case of cyberbullying, the supervisor follows the anti-bullying protocol. Another example: when accessing suspicious websites, the internet is blocked. If this is a second violation committed by a student, the school invites the parents for a meeting. Repeated violations may result in suspension. In the case of serious offenses, such as visiting pornographic websites featuring young children, the board immediately reports the incident to the confidential inspector. This inspector can be reached online. After completing a short form, the confidential inspector will call you back.

3.3. Confidential inspector

When should you contact the confidential inspector?

If there is a suspicion of sexual abuse (sexual offense), in some cases there is a duty to report, consult (immediately), and file a complaint. This duty to report applies to school staff. The duty to consult and file a

complaint applies to boards and competent authorities. If you have any doubts about whether sexual abuse or sexual harassment has occurred, it is wise to contact the confidential counselor.

Parents, students, teachers, principals, boards, and also confidential counselors can email the confidential inspector of the Education Inspectorate when (serious) problems arise in or around the school in the areas of:

- sexual harassment and sexual abuse
- psychological and physical violence
- discrimination and radicalization

The confidential inspector listens and informs. If necessary, the confidential inspector provides advice, for example, on filing a formal complaint or filing a police report. The confidential inspector helps to reach a solution together.

You can reach the confidential inspector by submitting a contact request. To do so, please complete a form on the Education Inspectorate's website:

<https://www.onderwijsinspectie.nl/onderwerpen/vertrouwensinspecteurs/vertrouwensinspecteur-caribisch-nederland>

When you complete and submit the form, we will call you back. The time difference with the Caribbean Netherlands will be taken into account.

In the case of sexual abuse or sexual harassment, the confidential inspector must keep confidential any information entrusted to him or her by an educational participant, the parents of an educational participant, or a person charged with duties on behalf of an institution.

3.4. Sexual Harassment Protocol

Sexual harassment is defined as: "any form of verbal, non-verbal, or physical conduct of a sexual nature that has the purpose or effect of violating a person's dignity, in particular when creating an intimidating, hostile, insulting, humiliating, or offensive environment" (= a cited definition). Even unwanted, repeated flirting with a colleague falls under this category. What other things fall under this category? Sexual harassment via social media; possession of child pornography; toddlers playing sexual games with each other. Naturally, this includes indecent acts, sexual assault, and rape; even racist remarks, such as constantly insulting a gay teacher.

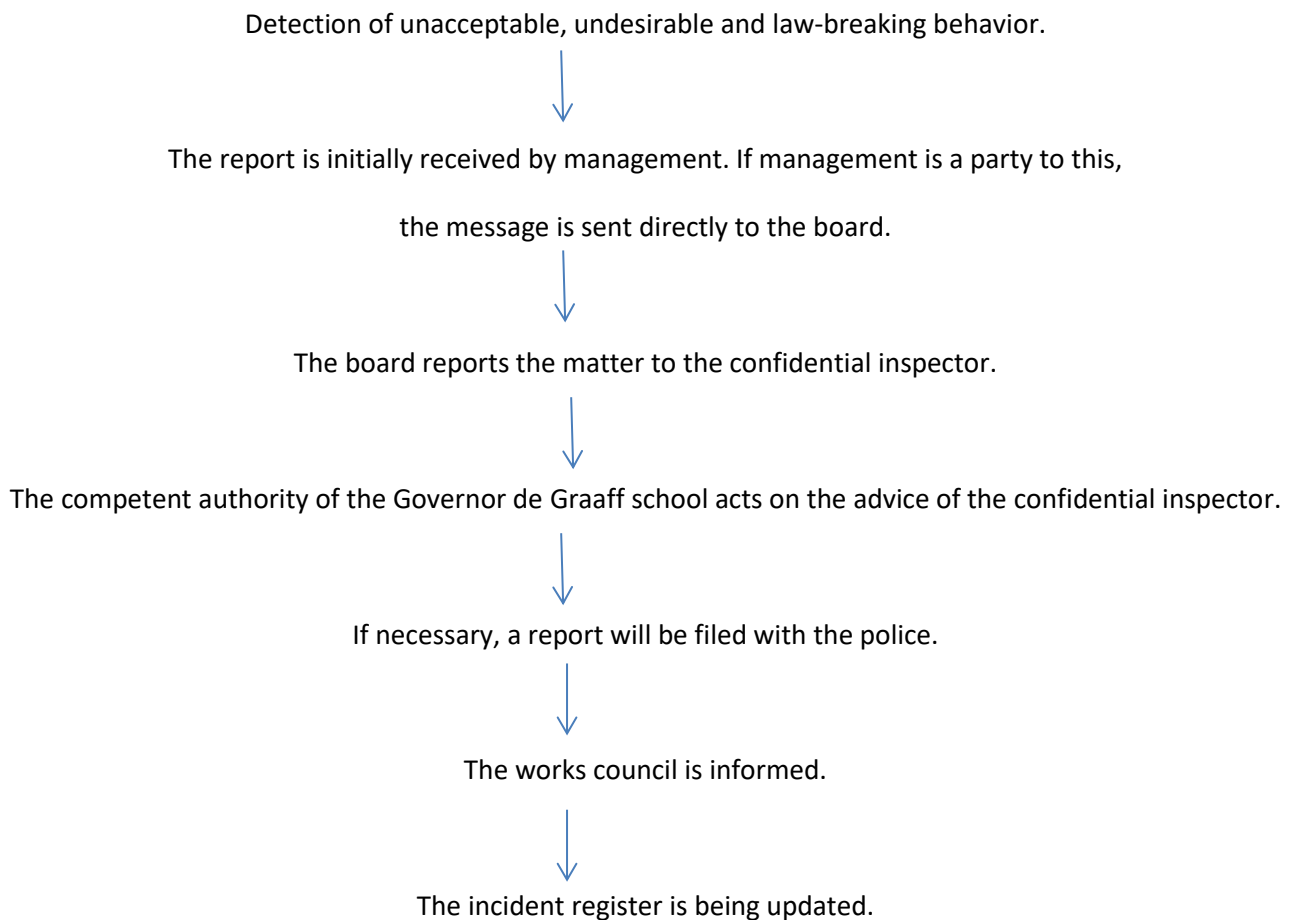
If a finding is made, the confidential inspector is immediately notified. Therefore, do not initiate your own investigation or cover up the situation because of the school's reputation. In such cases, the confidential inspector provides advice on how to proceed, for example, filing a police report. Have the case handled by specialists to prevent false accusations. Especially on a small island like Sint Eustatius, false stories spread quickly. The board is held responsible if it fails to report the confidential inspector in a timely manner.

Our school will maintain a preventative policy regarding sexual harassment. Everyone will be held to the established code of conduct. These are the basic rules, which may be supplemented over time.

1. Offensive sexist language and humorous sexist remarks toward others will not be tolerated. The person involved will be addressed directly.
2. Aphrodisiac material is strictly prohibited.

3. Privacy is honored.
4. Unwanted physical contact or other unwanted intimacy is strictly prohibited.
5. Avoid ambiguous, irrefutable situations, such as a teacher being present when students are changing.
6. Act in the same correct manner during extracurricular activities.

In summary, the school operates as follows:



3.5. Violence and Aggression Protocol

Aggression goes beyond child abuse. Parents can use violence if they disagree with a class teacher. Although aggression has been relatively rare at the Governor de Graaf school, it is highly desirable to establish a protocol for aggression and violence. In the European Netherlands, the Working Conditions Act specifically addresses occupational risks in schools. In the Caribbean region, the school itself regulates safety. However, the competent authority can rely on generic legislation regarding working conditions. For example, there is an ARBO Medical BES, which can assist in reducing absenteeism.

The Dutch Working Conditions Act (ARBO) has formulated the following definition for aggression and violence: all incidents in which an employee or child is mentally and/or physically harassed, threatened, or attacked, under circumstances directly related to work performance.

Physical violence is more easily demonstrable than psychological violence or emotional neglect. A black eye or a bruise on the arm, or a torn uniform, can also indicate physical violence. Psychological violence is more likely to be detected by things like sleep disturbances or a poor appetite. Some issues will not be discussed here because they are already covered under the anti-bullying protocol or the sexual harassment protocol.

Prevention involves creating a pleasant social environment with attention to the individual. The school cannot avoid taking remedial action. Any incident involving students is immediately reported to the principal. In cases of domestic violence or child abuse, the [five steps of the Protection Code](#) are implemented.

The five steps of the Caribbean Netherlands Protection Code for professionals suspected of domestic violence or child abuse are:

1. Report :

Make sure you recognize the suspicion of domestic violence or child abuse and investigate whether it is a situation that requires assistance.

2. Effectiveness :

Consult with the parent of the child involved to discuss the seriousness of the symptoms and determine whether the suspicion is correct. This is an important step before filing a report.

3. Consultation :

If you're having trouble finding the right solution yourself, need additional support, or are unsure about the right approach, please contact a dedicated Advice Point on the island. In our case, this is Ms. Ereina Hunt-Gordon.

4. Report :

If, despite the previous steps, you still suspect violence or abuse, you can, under clear conditions, report it to the Advice Point.

5. Additional staff :

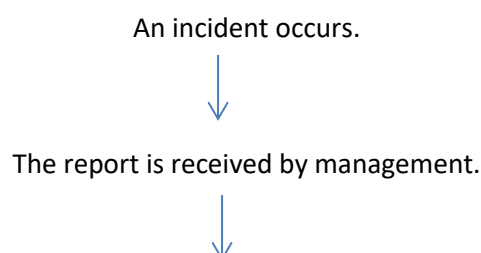
Reporting initiates a process of providing appropriate assistance. The Protection Code guides you to appropriate assistance and aftercare, tailored to the situation.

The principal reports this to the school board. Team members and other stakeholders are kept informed.

If a staff member is the victim, the impact on the school organization can be greater, as the school administration will then have to find a replacement for the class. Furthermore, the victim's partner may be considered for support. A company doctor will be consulted in the event of a prolonged absence and return to school.

If a crime involving children occurs, we as a school are obligated to report it. The five steps of the Protection Code also apply here.

In summary, the resolution of aggression and violence looks like this:



Those involved will be contacted.



A guidance process is initiated.



Any damages will be recovered.



A debriefing will follow.

3 .6. Conflict management protocol

There are untenable situations when students display unruly behavior. Defiant behavior disrupts the classroom atmosphere. Consistently breaking school rules also falls under intolerant behavior. And what about verbal abuse? All these issues must be nipped in the bud. It starts with a warning. If this approach doesn't work, the class teacher will have to initiate a meeting to make agreements. If the matter cannot be handled at the class level, the administration will be involved. Punishment may follow, such as a time-out, during which the student performs assigned tasks outside the group setting during school hours. If the situation becomes more serious, the administration will have to contact the parents. Agreements will be made with them and recorded in writing. In exceptional circumstances, suspension will follow.

Every incident must be evaluated at both the classroom and school levels to gain insight. A written report is kept of the reasons for the resolution of any conflict. If parents disagree with the school's approach, they can contact the board. If this doesn't lead to a solution, they can always contact the island's confidential counselor. This is Mr. Rene. Reehuis , can be reached by telephone on +599 319 4171.

A student with a learning and/or behavioral problem can be registered with the ECE, and if this stems from a family situation, the Center for Youth and Family can be contacted, with parental consent. Developing an action plan helps address this issue.

Different violations of rules have different consequences. Age and previous violations are taken into account when determining the appropriate consequence for a violation. The severity of the violation is also taken into account.

3.7. When can a suspension take place:

- Bullying, including cyberbullying
- Committing an act of vandalism that causes significant damage to school property at the student's school
- Physical violence
- Spitting on another person

- Throwing objects with the intention of causing damage
- Swearing at a student or teacher
- Making a threat to cause serious bodily harm to another person.

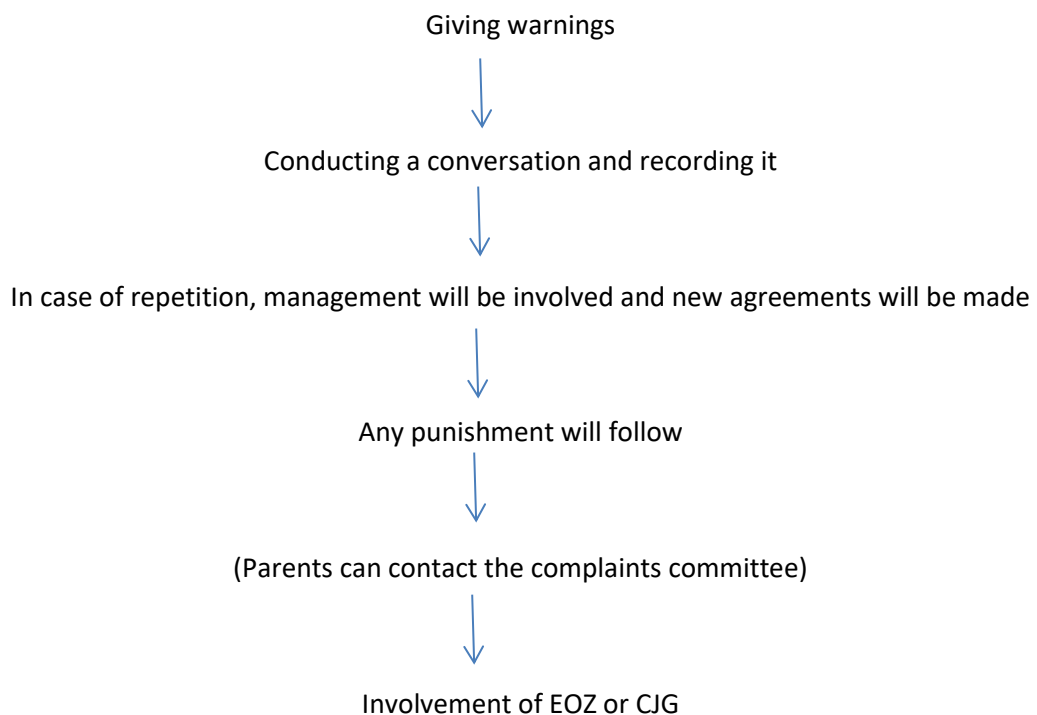
Fortunately, it happens rarely, but the school administration (in consultation with the board) can decide to suspend a student. This happens if the safety of the student in question, their fellow students, or staff is at risk, or if the educational process is compromised.

Suspension can take place in two ways:

- An internal suspension. The student is admitted to school, but not to the classroom. The student is placed in a separate room and works on their schoolwork there.
- An external suspension: The student is not allowed to attend school. The student is given schoolwork to complete at home. The statutory suspension procedure also applies in this case. A suspension may last a maximum of one week (5 school days) and must be reported in writing, including reasons, to the parents or guardians. If the suspension lasts longer than one day, the Education Inspectorate will also be notified. A suspension does not constitute unauthorized absence.

After the suspension ends, the student may only return after a meeting with the parent, student, and teacher. The time of the meeting is stated in the suspension letter.

Chronologically, the approach looks like this:



4. Incident registration

Incident recording is essential for the smooth handling of incidents. As a school, we must avoid developing a different form for each protocol. We prefer a standard form that can be completed in all cases and is treated confidentially. Accidents are also recorded. A periodic overview can be compiled and policy can be aligned accordingly. The form must meet the following requirements:

- The information is clearly arranged;
- The information is quick to fill in;
- The information is easily translated into policy.
-

5. Positivity

Promoting a positive social and moral norm

Behavior is largely determined by the social norms in the environment. Students are sensitive to the question: "What is expected of me here?" To encourage positive student behavior, we want to explicitly promote positive social and moral norms. This we do on the next ways :

- Behavioral expectations are stated and desired behavior is taught;
- Direct correction of children's behavior that is contrary to the norm;
- The staff greets children and parents upon arrival. We care for each other, listen to each other, and feel a shared sense of responsibility.

The class and school: a community

We want all students, teachers, and parents to feel part of the community that forms the school and the classroom. We achieve this, among other things, by having children collaborate extensively with different students using cooperative learning methods. At the beginning of the school year, we focus on forming a positive group in all classes. "We belong together." This allows us to work on the group phases that the group goes through repeatedly (from forming to terminating).

Investing in the relationship with students

We believe it's crucial that all students have a good relationship with their teacher(s). This is essential for a sense of safety. We ask our teachers to invest in getting to know their students and in the relationships they have with each other. Every child should feel valued and valued, and that the teacher appreciates their presence. All teachers ensure that regular conversations are held with each student about personal matters such as things they're dreading, things they enjoy or are worried about, how things are going at home, and what they like to do after school. Any unusual circumstances are recorded in the student monitoring system (Quickschools), and parents and/or support staff are contacted if necessary.

Students become co-responsible

When the classroom is a community, students feel involved and share responsibility for what happens in the classroom. At our school, students are given a voice and learn to use that voice responsibly. We don't so much give students a voice to advocate for their own interests, but we want them to feel co-responsible for the common good. For example, at our school, we have a student council where students have a say in matters that affect them. They can also raise awareness of current issues.

Reinforcing desired behavior

We strive for a positive, social environment in which every child feels safe, where there's respect for one another, and where everyone collaborates easily with everyone else. A seemingly simple, yet crucial way to promote positive behavior and a positive atmosphere is by giving encouragement. In doing so, we foster a culture in which it's normal to emphasize what's going well. A climate in which children feel heard and seen, valued, and feel their presence matters.

Supervision and clarity of free spaces

Supervision is crucial when working on safety within the school. Students need supervision (in addition to opportunities to practice independence and adult support) so that adults can set boundaries. Moreover, a situation where there is insufficient supervision, and therefore insufficient "leadership," can create a sense of unsafety within a group of students.

During the school day, there are free periods, such as breaks in the playground, the times just before or after school starts, and restroom breaks. We have made the following agreements regarding supervision in various places and events:

Entering the school

Teachers stand by their classrooms and welcome children (and parents on open days). The principal welcomes students and parents at the entrance of the school building. Students find a quiet place to sit before school.

Breaks/outdoor play

During breaks, the relevant teachers stand outside in a place where they can keep a close eye on the entire playground.

- Children ask the teacher if they can go outside the fence (e.g. to retrieve the ball);

Toilet use

Only one boy and one girl per group are allowed to use the restroom at a time. Classroom agreements have been made about this.

The local

Together we ensure a tidy and clean classroom. Each student has a specific task. These tasks are assigned in consultation with the class (and rotated if agreed upon through a class duty roster). Everyone contributes.

Physical education

Physical education classes take place in the sports hall or at the Johan Cruijff Court . These classes are taught by a certified physical education teacher whenever possible. If a certified physical education teacher is not available on Sint Eustatius , the coaches of the Sports Center will be used. federation . Gym classes are also always supervised by the group teacher.

Other

- Headgear must be removed upon entry;
- Teachers address children about offensive clothing/makeup;
- Phone use during school hours is not permitted unless directed by the teacher. Phones and other devices may not be brought to school. If a student needs to call home, this should be arranged through the administration.
- During celebrations, the teacher supervises their own group. If this isn't possible (because they are part of the celebration), a colleague will supervise.

6 • Privacy

We are aware of our duty to protect the privacy of students and their parents. Information about home situations, medical information, information from support services, test data, etc., is considered private data and is handled with the utmost care.

Dates :

- the student administration is carefully maintained and managed;
- When registering, parents indicate on the registration form whether we may use photos for the school's website and social media page.
- Student files are stored digitally and/or in a locked filing cabinet and are only accessible to those involved;
- information shared by students, parents, or others with the administration or confidential counselor will be handled with discretion. They have their own responsibility in this regard and will act in accordance with this responsibility and within their authority.
- Providing student data for research or observation by third parties is not done without the knowledge of parents. Parents sign the above completed forms ;
- If other agencies require information, the school will only provide it after parents have given their consent by means of a consent form.
- In the case of divorced parents, the school will, if requested, provide information to both parents. Initially, the parents are responsible for sharing information with each other. If necessary (e.g., in the case of sole custody or guardianship), the manner in which information will be provided will be discussed with the parents.

7 • Monitoring social safety

Well-being of students, parents and employees

The satisfaction survey is conducted annually here. This is conducted by B&T, an external agency. A fixed component of this survey are the questions from the safety monitor. The remaining questions concern quality and satisfaction. We have chosen to ask these questions annually as well. After receiving the results, they are analyzed. The objective of this survey is multifaceted. As a school, we want to know to what extent students feel safe at school and how satisfied they are with the quality of education in various areas. We also believe it's important that parents have the opportunity to express their opinions on how we are performing as a school. Furthermore, we use the results of this survey to gain more insight into the extent to which teaching and educational support staff are burdened by factors such as perceived workload, HR policies, the atmosphere, and collaboration.

The analysis will be discussed with the teachers, the MR, and the board. A summary version will be shared with students and parents.

8 • Physical security

Physical safety includes the school building, the schoolyard, and the school environment. Our policy is aimed at preventing accidents as much as possible.

Emergency Response

Every organization is required by the Dutch Working Conditions Act to appoint at least one employee as an Emergency Response Officer (ERO) . As a school, we have chosen to include every

employee in the basic and refresher courses. An ERO can work in any department within the organization. The basic ERO certificate is valid for one year. By taking the ERO Refresher course annually, the ERO remains registered. An Emergency Response Officer provides assistance in the event of an incident at a company. According to Article 15 of the Dutch Working Conditions Act, the ERO's duties are:

- Providing first aid in the event of accidents;
- Limiting and combating incipient fires and limiting accidents;
- Alert and evacuate all persons present in the school;
- Alerting and cooperating with the fire brigade and other emergency services;

The effectiveness of the company's emergency response team and the evacuation plan are evaluated annually by the emergency response team. At our school, the emergency response team is also ultimately responsible for the first aid kits.

School building and schoolyard

The municipal fire department has issued a building permit for the school building. This permit is only issued if the school building meets the fire safety requirements of the municipal building regulations.

The schoolyard is freely accessible. School rules apply on the school grounds. Once children have arrived at school, they must not leave without the teacher's permission. Teachers supervise the playground during breaks and playtimes.

Evacuation plan/evacuation exercise

There is an evacuation plan (see Appendix 1) that has been approved by the fire department. Every employee has a current copy. Everyone present at the school: staff, students, parent helpers, and volunteers, must know how to act in the event of a fire or other emergency. Therefore, evacuation drills are held and evaluated several times a year, after which the procedure can be adjusted.

Emergency response officers can be recognised by their yellow vests.

Incident registration

Every school is required to maintain an incident log. We define an incident as: physical/verbal/mental violence and threats. This includes: kicking and hitting, foul language, bullying, discrimination, stealing, and vandalism. To ensure a school has and maintains a clear overview of incidents, it's important to keep a log. Anyone who experiences or observes an incident makes a note in Quickschools, and the principal is consulted about the appropriate steps and consequences.

Protocol for the provision of medication and medical procedures

The school almost never receives requests from parents to administer medication prescribed by a doctor to their child. We believe this responsibility lies with the parents. Teachers also regularly encounter students complaining of pain that can usually be relieved with simple remedies, such as headaches, stomach aches, earaches, or pain from insect bites. We always call the parents or guardians to discuss whether we can administer something or whether the students should be sent home.

Safe drinking water

At the beginning of the school year, the Health Department inspects the school's drinking water supply. As part of Legionella prevention, a water line flushing program is conducted at the end of the summer holidays. All taps, especially those that are rarely used, are opened for 5 minutes.

Infectious disease policy

A school is not equipped, designed, or structured to accommodate sick children. However, illness is a flexible concept, which can lead to discussions about whether a child with symptoms should attend school or stay home. Two factors are decisive in this decision: namely the well-being of the sick child itself and the health of the other children of the group. The school makes the final decision in this matter.

For some contagious diseases that can be serious, a sick child is not allowed to attend school because the risk of infection for other children and teachers is too great. This temporary refusal of sick children due to the risk of infection for others is called "exclusion." Exclusion is only useful if infection of other children has not yet occurred and cannot be prevented in any other way. The guidelines of the RIVM (National Institute for Public Health and the Environment) and consultation with the Health Department are leading in this regard.

Youth health care

The school maintains contact with the youth nurse. Specific services for parents and students in primary education:

- research into five-year-old pupils (PGO 5) (hearing, height, weight and vision);
- if any unusual circumstances are identified, further investigation will follow at the JGZ location;
- Examination of 10-year-old students (PGO 10) (physical growth and development, health, parenting, behavior, and social contacts). The nurse carries out this research out ;
- vaccination 9-year-olds: two vaccinations: MMR and DTP.

Dealing with emergencies

Schools can face shocking events that disrupt school life for a short or even longer period. All schools that have experienced a traumatic event report the importance of being prepared. Preparation helps to respond appropriately, especially in a crisis situation where feelings of despondency and helplessness prevail. Furthermore, preparing for an emergency is part of the school's responsibility for the safety and well-being of students and teachers.