



# Safety Plan

*International School Almere- Primary*

## **1.1 Board's vision on school safety**

In Koers 26 the core values of the Almeerse Scholen Groep (ASG) are outlined:

Gezien worden, Open, Vooruitstreven en Ambitieuus

The core values "Being Seen" and "Open" are closely linked to the board's vision on safety. We believe that all our students are seen and feel seen in our schools. For us, being "Open" means that we welcome everyone, and everyone is accepted.

The safety plans of our schools contribute to embodying these core values by ensuring that students feel safe, enjoy going to school, and feel valued within their group. For us, safety means taking a proactive approach whenever possible. We are vigilant for signals and foster a school climate that promotes safety. It also means that we have clear agreements on how to respond when safety is compromised. Teachers, students, and parents are well-informed about how we handle safety-related issues within our schools.

We believe that safety is a collective effort—created by teachers, students, and parents. We continuously engage in discussions on this topic and regularly assess whether we are sufficiently safeguarding safety..

## **1.2 Organization and responsibilities at board level**

ASG has organized its safety policy at the board level.

### **1.2.1 IBP (informatiebeveiliging en privacy)**

Information security is a key requirement for privacy, and conversely, careful handling of personal data is essential for information security.

Within our organization, a Data Protection Officer (DPO) works in accordance with legislation and policy, providing advice to the service bureau and business control departments. The DPO reports directly to the Executive Board.

ASG has formalized its Information Security and Privacy (ISP) policies in several protocols and policy documents.

### **1.2.2 Training**

The ASG Academie is the central hub where both educational staff and support staff can find a wide range of training programs and courses. Examples of these offerings include: handling power dynamics and powerlessness in the workplace, dealing with inappropriate student behavior, creating a safe learning environment, and addressing bullying.

### **1.2.3 Physical safety**

The maintenance of buildings and the inspection of installations within ASG is carried out in collaboration with the municipality of Almere. Agreements are in place for various safety measures,



including the inspection of crawl spaces, prevention of legionella, and maintenance and certification of electrical installations.

Each school is responsible for maintaining the fire safety of its building. Through the facilities department, schools receive support from a professional fire prevention company. In addition, ASG conducts annual safety inspections to ensure compliance with all relevant regulations and standards.

#### **1.2.4 Monitoring**

Social safety is a regular topic of discussion in the structured meetings between cluster directors and school principals. During these meetings, signals and incidents related to safety are addressed. The monitoring of students' perceived safety is assigned by the board to the school management teams. The safety monitor is discussed annually in the structured meetings between the cluster director and the school principal.

Based on these discussions, adjustments can be made at the board level, if necessary, regarding organization-wide agreements and procedures. This ensures that the board remains responsive to changes in safety needs and continuously improves policies to enhance social safety across all schools.



## 2 School-Level safety policy

### 2.1 Preventive measures

For a socially safe school climate, International School Almere works preventively. In the daily actions of all staff members within the school, our school agreements are central. We have established guidelines at both the school-wide and classroom levels regarding how we interact with each other.

#### 2.1.1 School agreements and offerings

Behavioural agreements are based on the IB Learner Profile: [The Learner Profile](#)

#### 2.1.2 Anti-Bullying Policy

Should an occurrence of bullying occur at our school, it is taken seriously. The agreements we have made on this matter are based on the following principles:

- Bullying must be recognized as a problem by all directly involved parties, including the students (the bullied, the bullies, the bystanders, and the silent majority), teachers, and parents.
- Good cooperation between home and school provides the best chances for success. Students, teachers, and parents all have their own responsibility in combating bullying. This responsibility is specified in our anti-bullying policy, outlining the steps that should be taken when bullying occurs.
- Role modeling by teachers and parents is of great importance. There will be less bullying in a climate where there is clarity about how to treat each other, where differences are accepted, and where conflicts are resolved through dialogue rather than violence. Aggressive behaviour from teachers, parents, or students is not tolerated.

#### 2.1.3 Use of social media

Social media plays an important role in the lives of both students and teaching staff. The use of social media is part of student behavior within the school. Social media can help improve education, make lessons more engaging, maintain contact with friends, experiment, and push boundaries. However, social media also come with risks, such as bullying and the unintended sharing of photos or other personal information.

The use of social media refers to the use of programs that allow users to search, share, and present information online. Examples include Facebook, Twitter, Instagram, YouTube, Snapchat, and any (new) comparable programs and apps.

ASG trusts that its staff, students, parents/guardians, and other stakeholders use social media responsibly and has therefore established guidelines for everyone involved with or connected to ASG.

At our school, we have also made additional agreements regarding the use of social media: [ISAlmere Social Media Guidelines 1](#)



#### **2.1.4 Physical contact between teachers and students**

We are extremely cautious when it comes to regulatory physical contact between teachers and students. Holding or grabbing students is explicitly avoided. However, situations may arise where regulatory physical contact is necessary. Only in cases where a student is unresponsive after repeated attempts and is causing significant disruption, or if a student's behavior poses a serious danger to the health or safety of themselves or others, can there be exceptional (immediate) physical intervention. In such cases, we must ensure that no alternatives are available to prevent further escalation. The physical intervention must be limited to what is necessary to restore the situation. If such a situation occurs, we will always evaluate whether our actions were appropriate.

Physical measures as punishment are not permissible and are not accepted..

#### **2.1.5 Physical violence between parents and school staff**

Situations may arise where parents resort to physical violence against a staff member or members of the school. In such cases, our goal is to de-escalate the situation and return to constructive dialogue. If this is not possible, the decision may be made to (temporarily) deny the parent access to the school. If the threat is significant, the police will be contacted for further intervention.

#### **2.1.6 Contact between teachers and students outside school hours**

[General Code of conduct.docx](#)

#### **2.1.7 Suspected child abuse – reporting code**

If we, as a school, are concerned about a student's home situation because we suspect child abuse, we follow the reporting code established on January 1, 2019. Child abuse includes any form of mistreatment that is threatening or violent to a child. Examples of abuse include physical, psychological, or emotional violence, physical or emotional neglect, and sexual abuse. Witnessing domestic violence is also considered child abuse.

The reporting code consists of five steps, which we carefully follow before deciding whether to report the case to Veilig Thuis (Safe at Home).

##### *Step 1: Identifying signals*

Signals of potential abuse are usually detected by the student's teacher. The teacher records these signals — including any contradictory signals — in the student's file, along with the considerations they make.

##### *Step 2: Consultation with colleagues and, if necessary, contacting Veilig Thuis*

The employee's concerns and signals are discussed with the internal supervisor and/or internal expert. In some cases, Veilig Thuis (Safe at Home) may be consulted anonymously. This peer consultation is aimed at accurately interpreting the signals and making informed decisions about the next steps.

As with Step 1, all decisions and meeting notes are recorded in the student's file..

##### *Step 3: Discussion with the client*

The school's concerns are discussed with both the child and the parents/guardians. These



conversations are conducted by designated individuals (Inclusion Coordinator/Leadership). In some cases, the suspicion may be dispelled during the discussion, and the following steps of the reporting code will not be necessary.

However, if the suspicion persists, the school proceeds to steps 4 and 5. The minutes of the discussions and the decisions made by the school are recorded in the student's file.

#### *Step 4: Assessing domestic violence/child abuse*

At this step, the school (teacher, internal supervisor, and management) assesses the risks of domestic violence and/or child abuse, considering the nature and severity of the situation. If there is uncertainty, Veilig Thuis may be consulted anonymously once again. Based on this assessment, the school will decide whether to report the case to Veilig Thuis or not. The school uses the "Assessment Framework for the Education and Compulsory Education Reporting Code" to guide this decision.

If the assessment indicates a strong suspicion of domestic violence or child abuse, the cluster director, as the representative of the school authority, will be informed.

#### *Step 5: Decision*

In cases of strong suspicion of domestic violence or child abuse, the school must decide on the next step. This decision is made in consultation with the school board. Again, the "Assessment Framework for the Education and Compulsory Education Reporting Code" is used as a guide.

The school may decide to report the case to Veilig Thuis or to organize support. A report to Veilig Thuis will be made if it is determined that there is acute or ongoing risk, or if the school and its partners are unable to provide appropriate help.

If the school believes it can organize support and the involved parties are willing to accept it, mutual agreements will be made regarding the form, content, timelines, and outcomes of the support. All agreements about the organized help will be clearly documented. If the support does not have the desired effect, the school may still decide to report the case to Veilig Thuis after the agreed-upon period.

Translation of Meldcode in English being worked on by our colleagues in a ThinkTank group. This is expected to be finalised and shared with our team by edn of November 2024.

### **2.1.8 Absenteeism**

At our school, we have an absenteeism protocol. This is indicated in our school guide.

### **2.1.9 Physical safety**

Our students are supervised at all times. If students go home alone, we require written permission from parents ( Y3 upwards).

### **2.1.10 Medical procedures**

All colleagues are made aware of individual medical needs and should training be required, we provide this.

## **2.2 Handling of incidents**

Accidents and other incidents are documented in ESIS.



### **2.2.1 Processing traumatic events**

It can happen that students from our school are involved in an emotional or traumatic event, such as the death of a loved one or a classmate. Such events can have a significant impact on the affected student's class or, in some cases, the entire school.

We follow guidance from the ASG step-by-step plan to handle these situations.

### **2.2.2 Inappropriate behavior – suspension and expulsion**

At our school, we occasionally face serious incidents, often involving inappropriate behavior. A serious incident may include, but is not limited to:

- Continuous, disruptive, and/or aggressive behavior by a student; this behavior may hinder the education of other students and pose a danger to other students and/or school staff.
- Threatening or aggressive behavior by the parents/guardians of a student.
- Bringing weapons to school, creating a danger for other students and/or staff.
- Sexual harassment.

In the case of a serious incident, the school may, after consulting with the board, decide to suspend the student. Suspension can last from one to five consecutive school days. Parents will be informed of the suspension in writing. If the suspension lasts longer than one day, the school inspectorate will also be notified in writing, including the reasons for the suspension.

In extreme cases, and when there is a severe disruption of order and calm at the school, the board may decide to expel the student. This may be due to the behavior of the child or the behavior of the parents. Expulsion can only occur if the school board ensures that the student can attend another school, which may include a special education school. In this case, a suitability statement from the cooperative association is required..

### **2.2.3 Quality act – complaints procedure**

We refer to ASG's complaints procedure.

At ISAlmere - Primary we are committed to ensuring that our students feel safe at our school. We focus primarily on prevention, but also ensure that any incidents are handled properly. However, it may happen that a situation does not seem to be resolved to everyone's satisfaction and that parents/guardians still have a complaint.

If you have a complaint, we encourage you to first discuss it with the person involved, which is often your child's teacher. If this conversation does not lead to a solution, a meeting with the school leadership can be arranged. In most cases, the staff member(s) involved will also be present at this meeting.

If the issue is still unresolved after these discussions, you may submit an official complaint to the Executive Board of the Almeerse Scholen Groep. The "Complaints Procedure" protocol outlines the responsibilities of the board and the complaints committee, the procedure for submitting a complaint, and how the complaint will be handled..



## [ASG Klachtenregeling Complaint Procedure](#)

### **2.3 Continuously working to maintain and enhance school safety**

We expect a proactive and alert attitude from our staff to identify and address potential issues at an early stage. Where necessary, we adjust our policies. Therefore, it is only natural that social safety is regularly on the agenda.

At ISAlmere-Primary we have implemented processes to ensure and further develop safety. This includes using tools and annual recurring activities to support these efforts.

#### **2.3.1 Effective discussion of responsibilities and assignment of roles**

*Each school year, it is essential to ensure that all stakeholders are once again aware of the 'special roles' related to the safety policy. To achieve this, we clearly communicate the responsibilities and roles of the following key figures:*

- *Emergency Response Officers (BHV'ers)*
- *Inclusion Coordinator*
- *Confidential Counselor*

#### **2.3.2 Specific considerations**

*To ensure the regular evaluation of our activities such as the effectiveness of lessons on social-emotional development and citizenship education, we integrate this evaluation into our overall quality assurance process. This allows us to assess whether our programs are meeting their objectives and how they contribute to the overall safety and development of students. Regular evaluations ensure that we can adjust and improve our offerings based on feedback and outcomes.*

#### **2.3.3 Measurement of social-emotional development**

Our school measures the social-emotional development of students once a year. The results of these measurements are part of the group and student discussions as outlined in our action-oriented work cycle. Group and student discussions lead to measures or interventions where necessary.

#### **2.3.4 Measurement of safety**

We are legally required to measure the perception of safety annually using a standardized, valid, and reliable instrument. We use the tool PASS for this purpose. This tool provides us with insights into both the students' perception of safety and their overall well-being.

The data from the annual monitor is used to evaluate our safety policy and to take actions at the school, group, and student levels to improve the safety policy. The results of the safety measurement are sent to the inspectorate and are a topic of discussion during an inspection. Each year, the perception of safety—and therefore the school's safety policy—is included for review of the Participation Council (MR).





### 2.3.5 Monitoring

The results from the annual safety measurement and the incident log provide input for evaluating our quality policy. We identify notable issues and develop interventions to address them. The goals we set based on the evaluation and interventions are included in our annual plan.

We then monitor whether the interventions are implemented and whether they achieve the intended outcomes. We will report on this to the Participation Council (MR) and the school board (cluster director).

## 2.4 **Training**

Trainings for BHV and the Confidential Trust Persons are attended when needed.

## 2.5 **Organization and Responsibilities at School Level**

Roles of Staff at School:

- School Leadership
- Prevention Officer (Occupational Health and Safety Policy)
- Safety Coordinator( Currently Leadership responsibility)
- Emergency Response Officer
- Confidential Counselor

### 2.5.1 Tasks and Responsibilities Related to Safety

#### **a. School Leadership**

The principal is ultimately responsible for safety at school. They coordinate the safety policy within our school. This coordination involves not only the implementation but also monitoring and promoting progress.

### 2.5.2 BHV

Within our school, there are 10 Emergency Response Officers (BHV'ers). Their tasks and responsibilities include:

1. Reporting an emergency and alerting emergency services
2. Evacuating the school building
3. Providing first aid in case of personal injury
4. Controlling and extinguishing fires
5. Coordinating during an emergency

At least once a year, we practice our evacuation plan with the students. The plan is updated based on new situations and the lessons learned from these drills. The Emergency Response Officers ensure that staff are informed of any (revised) procedures. We plan regular updates and drills.



### **2.5.3 The Confidential Counselor**

The confidential counselor is the contact person for staff, students, and parents who are dissatisfied with certain issues at school. This includes reports or complaints about undesirable behaviour such as aggression and violence, sexual harassment, bullying, and discrimination.

The confidential counselor works with them to find a solution to the complaint. Individuals can seek advice, mediation, and support from the counselor.

Additionally, the confidential counselor provides both solicited and unsolicited advice on safety policy and organizes preventive activities aimed at preventing undesirable behavior.

At our school, Charlotte Manton and Jasmine Sadiqi are our confidential counsellors.

### **2.5.4 External partners**

In our organization, we collaborate with external partners to ensure both physical and social safety. The internal supervisor of our school maintains most of the contacts with external partners regarding social safety.

Within the **Passend Onderwijs** cooperative, meetings are held for school leadership and internal supervisors from other schools where safety is on the agenda. External parties, such as school social workers (SMW) and the public health service (GGD), are often invited to these meetings.