Governor de Graaff School

A Social Safe School

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8. Preface

In 2022, the Governor de Graaff school has 4 classrooms, which provide accommodation for a relatively small student population. On January 11, 2013, the new building was officially opened in Fairplay. The space, including the recreation area for children playing, is limited. The school provides primary education to the age group between 4 and 12. Due to the small scale, there is a friendly atmosphere. This can create a mood to approach problems differently, which does not always lead to a desired result.

The aim of this document is to create a socially safe school on the basis of mutually agreed agreements. This is based on the standards on which the school as a community is based. Next, the school will have to consider the question of how to promote social competence. Safety protocols will also have to be drawn up that offer guarantees to all stakeholders within the school. This also includes incident registration. The school is part of the Statian community with interfaces to social partners who can provide support for a socially safe learning environment.

1. Values and norms at the Governor de Graaff school

The school strives for an intrinsic value, in which the idea is paramount that one acts on the basis of the good. The resulting norms regulate the daily social interaction between all those involved.

The intrinsic value of our school is based on a positive attitude and experience. After all, the interface must be what is valuable in a person, regardless of his faith, culture, philosophy or origin. By definition, other types of behavior are not frowned upon or rejected. However, it cannot be prevented that conflicts, disagreements or problems arise, among other things based on a different belief, disagreement or irritation.

The most important standard is that dialogue is used as the first instrument in the event of disruption. Communication is primarily in the resolution of conflicts, for example.

Respect forms an important basis for the intrinsic value, in other words: respect arises from a spontaneous attitude of the human being. Young children can still be trained well in their behaviour, with the teacher acting as a role model. When observing a certain desired behavior shown by the teacher and other educators, the children experience what respect is essential. That's more than "talking to two words".

The highest form of value is the possession of happiness. You can only enjoy it in freedom. Give the young child that free living environment to enjoy his happiness and avoid bullying behavior. As an educator, show love and treat every child equally. All these values stimulate a socially safe learning environment.

 3. Prevention is better than cure!

As a teacher, you should prevent incidents at school as much as possible. As a teacher you influence the atmosphere in the classroom and at school. The way you behave will be a living example for students. Everything starts with good classroom management. A social learning environment should be experienced as pleasant. The teacher promotes this by, among other things, working in groups. Another approach is the use of Kanjertraining in the classroom, in which the students learn to observe their own behavior, but also that of others. A teacher must first be clear to the child. What does he/she expect from the student in class, on the square or, for example, on an excursion. The tone of address should match that. An aggressive approach elicits a response in a child. The student's reaction can be multifaceted: withdrawing into his shell; a disinterested attitude or anger. Keep contact with the child open. Looking for the right moment. Do not confront in class.

If you, as a teacher, notice a rebellious behavior or an inappropriate attitude in a student, contact the right person or agency as soon as possible that can help you with this.

When the atmosphere in the classroom becomes unpleasant, first consult yourself as a teacher. Adjust your authority if necessary. Let the “troubleshooters” know what behavior will not be tolerated.

The Governor de Graaff school advocates a preventive policy and the teacher is the primary executor of this policy. Let's work together to ensure that students and teaching staff come to school with a good feeling.

4. Developing Social Competence

At the Governor de Graaff school, ample attention is paid to developing social competence. The methodology “Consious Discipline” is used for this.

The goals of Conscious Discipline are:

* Promoting trust and safety in the classroom.
* Strengthening students' social skills.
* Mastering different resolution strategies in bullying and other conflicts.
* Awareness of individuality among students.
* Learn to take responsibility.
* Promoting active citizenship and social inclusion.

(The goals are quoted from <https://consciousdiscipline.nu/over-conscious-discipline/>)

All teachers of the Governor de Graaff school are obliged to work with Conscious Discipline. Not all conflicts can be avoided, even if the teachers work with this program on a weekly basis. Since the school has a license, remote intervention can be provided.

All teachers have followed basic training and are therefore able to work with Conscious Discipline in practice.

5. Protocols

The school management and the board work from a preventive approach. The procedure is described in various protocols. In this part, bullying protocol, internet protocol, sexual intimidation protocol, violence and aggression protocol and conflict management protocol are discussed.

5.1. Bullying protocol

Teasing is not bullying. Teasing is harmless compared to bullying, which is systematic and where there is a clear display of power and an offensive attitude towards the victim. The distinction is not always recognized by, for example, the teacher or parent. By drawing up this protocol, our school tries to prevent bullying as much as possible by setting clear rules. Teachers must be able to identify bullying and act decisively when it occurs. If this problem returns frequently, then action must be taken according to a step-by-step plan. Bullying behavior is addressed at our school during Kanjertraining.

What signals does a teacher observe in the bullied person? He (she) would like to stay close to the teacher in order to find support there; shuns collaboration, performs less well or concentrates poorly. The Bully, on the other hand, shows more the behavior of the untouchable, plays a leadership role or is involved in troubled situations.

In the event of bullying, the teacher is the first to be addressed. The teacher must take a clear position: bullying is not accepted and the bullied is protected. If the Bully does recur, the teacher moves on to the next step. He calls the parties together and tries to solve the bullying by making agreements. Notification is made in the incident registration. Parents are informed about the steps the school is taking, e.g. staying indoors during recess or entering into an in-depth discussion with the Bully. In case of repetitive incidents, the parents will be involved in the conversation and they are expected to provide support from home. A written report confirms the agreements.

If the bullying continues, a confidential counselor will be engaged. The Center for Youth and Family will be approached for this. In the event of an unsolvable situation, the school will proceed to suspension. If desired, a parent or staff member can contact the complaints committee.

The flowchart looks like this:

position

Make appointments

Taking measures

Conversation with parents

Enable a confidential advisor

Suspension

The participation council is informed.

The incident register is updated.

The supervision tasks within the Governor de Graaff school can be diverse. These are aimed at both the bullied and the bully.

|  |
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| Guidance tasks aimed at: |
| bullied student | Bullying student |
| 1. The bullied tells his story. The facilitator listens with empathy and asks some in-depth questions. | 1. Rule is rule. Bullying is condemned and does not fit into the social interaction at the 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 how to deal with Bullies. | 3. The counselor stimulates the bully's attitude to appreciate the good behavior of the bullied. |
| 4. The counselor builds the self-confidence of the bullied by emphasizing his strengths. | 4. The counselor develops an alternative behavior in the Bully to prevent bullying: think before the student does something. |
| 5. The counselor rewards the development towards assertive behaviour. | 5. The counselor rewards the development towards a more positive attitude. |
| 6. The bullied becomes more and more let go of the process. | 6. The Bully is released the more the process is. |

The coordination of the anti-bullying policy and the representation of interests in the context of bullying are the responsibility of the internal supervisor of the Governor de Graaff school. She shares her observations and experiences with the management and the school board. She is the link between the confidential counselor and the school management.

The internal counselor makes proposals regarding the prevention and reduction of bullying behaviour.

Conditions for dealing effectively with bullying behavior are:

1. Bullying should be taken seriously.

2. Communicating is better than mere punishment.

3. Involve parents in the process.

4. Immediately correct the bullying behavior and reward the desired behaviour.

5. Avoid over protecting the bully and don't stick a cliché on the bully.

6. Do not let a parent take over the guidance process of the school on their own.

5.2. Internet protocol

The computer plays an important role in society and also in our school. The internet is now accessible everywhere, partly due to the use of the smartphone. An internet protocol is of great importance for education to prevent improper use of the computer or the internet. Cyber bullying and visiting adult sites are examples of this. As a school, it is the task of teaching students to use the computer correctly. In principle, filtering unwanted sites does not solve any problems. It is better to keep an eye on the search history.

The older students at our school have their own telephone, use social media, are easy to use the computer and enjoy playing games on it, according to a short inventory. On the other hand, some students are not aware that not all websites are reliable. In the youngest groups, the children are playfully introduced to educational programs on the computer.

In order for everything to run smoothly, the setup of this internet protocol is essential. Agreements and rules regarding computer use can be found in this section.

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| Dates |
| Pupil | Staff |
| 1.Children are not allowed to use their own email address. If necessary, the school will create specific addresses. | 1. The school assigns school specific email addresses to staff. Personal addresses may not be used in school contexts. |
| 2. Students use the computer to obtain information for educational purposes. | 2. The computer is not used for private purposes during school hours in the presence of children. |
| 3. Personal information (eg 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 permission of those involved. |
| 4. Orderly language is required in communication. | 4. Remain formal in language to third parties, if the information is school-oriented. |
| 5. Sites can only be visited with teacher approval. | 5. Adult sites or other unwanted sites should not be opened. |
| 6. Cyberbullying is addressed and punished. | 6. The teacher monitors cyberbullying and acts in accordance with the bullying protocol. |
| 7. Downloading information is only allowed with the teacher's permission. | 7. The teacher controls the download behavior of the students. |
| 8. Cell phones or other portable devices are prohibited on school grounds. | 8. Before the start of school, the administration will receive telephones or other portable equipment. These will be returned after school. |
| 9. Photos and video fragments of a personal nature may not be downloaded without the teacher's permission. | 9. Photos and video fragments of students may only be used publicly with parental permission. |
| 10. If an incident unexpectedly occurs, this 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 infringe copyright without the owner's permission.

2. Forgery or manipulation of e-mail messages is prohibited, eg changing content without the knowledge of the person concerned.

3. The persons who are entitled to view the school's e-mail address are bound to use it confidentially. A message of a common nature is shared by the management with colleagues.

4. The school website is intended to store general information and important school documents. Privacy details are avoided, not including staff business email addresses. The content is approved by the school board before it is put online. The information is kept up to date.

5. An employee reserves the right to have the data registered about him/her removed if these are no longer relevant or if they conflict with the code of conduct.

6. The theft of login codes or viewing confidential information that does not belong to the person in question will be punished in accordance with the procedure formulated below.

The handling procedure for settling an incident

The supervisor finds a violation of the internet protocol. The supervisor is a group teacher when students violate agreements. In the event of a violation by a teacher or other staff member, the supervisor is the management. If the management is in violation, the management will act. The report of the incident is recorded in writing, as well as the conversation that follows. A written warning is issued to the violator if he is a teacher or principal. For a second violation, an appropriate penalty will be applied depending on the nature of the violation. In the case of cyber bullying, for example, the supervisor follows the bullying protocol. Another example, when opening suspicious websites, the internet is blocked. If this concerns a second offense committed by a pupil, the parents will be invited by the school for an interview. A repeated violation may result in a suspension. In the case of serious offences, such as visiting porn sites in which young children appear, the board immediately reports to the confidential inspector. This inspector can be reached on telephone number +31.30.6706001 during office hours from 8.00 am to 5.00 pm Dutch time. Due to the time difference, our school can also post a written notification, using the following e-mail address: CNvertrouwens Inspection@owinsp.nl . Our school will then be called back. The incident register is updated and, depending on the incident, the participation council is informed. The parent or staff member also has the right to contact the complaints committee.

5.3. Sexual Harassment Protocol

Sexual harassment means: “ *any form of verbal, non-verbal or physical conduct with a sexual connotation that has the purpose or effect of violating the dignity of the person, especially when a threatening, hostile, abusive, humiliating or hurtful situation is created” (= a quoted definition).* Even the unwanted repeated flirting to a colleague falls under this category. What other things are covered? Sexual harassment via social media; possessing child pornography; preschoolers playing sexual games with each other. Obviously, this includes fornication, assault and rape; even comments of a racist nature, such as constant swearing at a gay teacher.

In the event of detection, a report is immediately made to the confidential inspector. So don't start your own investigation or cover up the situation because of the name of the school. In such cases, the confidential inspector gives advice on what to do, for example in making a report to the police. Have the case handled by specialists to avoid false allegations. Especially on a small island like St. Eustatius, wrong stories are quickly circulating. The board will be held responsible if it fails to report to the confidential inspector in a timely manner.

Our school will promote a preventive policy on sexual harassment. To this end, everyone will be bound by the set rules of conduct. These have not yet been formulated for the Governor de Graaff school.

The basic rules follow that can be supplemented over time.

1. Offensive sexist language and funny sexist comments towards others will not be tolerated. The person concerned will be addressed immediately.
2. Aphrodisiac material is strictly prohibited.
3. Privacy is honored.
4. Unwanted physical contact or other unwanted intimacy is strictly prohibited.
5. Avoid unclear, irrefutable situations, such as the presence of a teacher when changing students.
6. Act in the same proper manner during extracurricular activities.

In summary, the school proceeds in the following manner:

Observation of inadmissible, undesirable and law-breaking behaviour.

Notification is initially sent to the management. If the management is a party to this,

the report goes directly to the board.

The board reports the matter to the confidential inspector.

The competent authority of the Governor de Graaff school acts on the advice of the trust inspector.

If necessary, a report will be made to the police.

The participation council is informed.

The incident register is updated.

5.4. Protocol violence and aggression

Aggression goes beyond child abuse. Parents can use violence if they disagree with a group teacher. Although aggression has occurred relatively rarely at the Governor de Graaf school, it is highly desirable to draw up a protocol for aggression and violence. In the European Netherlands, the Occupational Health and Safety Act specifically refers to the occupational risks in a school. In the Caribbean part, the school itself arranges safety. However, the competent authority can fall back on a generic legislation on working conditions. For example, there is an ARBO Medical BES, which can provide assistance in reducing absenteeism.

The Working Conditions Act in the European Netherlands has formulated the following definition for aggression and violence: *all incidents in which an employee or child is psychologically and/or physically harassed, threatened or attacked, under circumstances that are directly related to the performance of the work.*

Physical violence is more demonstrable than psychological violence or emotional neglect. You notice a black eye or a bruise on the arm, but a torn uniform can also indicate physical violence. Psychological violence can be read more from, for example, sleep disorders or a lack of appetite. Certain matters are not addressed here, as they have already been covered under the Bullying Protocol or the Sexual Harassment Protocol. In order to gain a better insight into violence and aggression, a risk assessment is important. A global inventory gives the following picture of the Governor de Graaff school over the period of the last 10 years. It should be mentioned that the Governor de Graaff school was located next to the secondary school until 1 January 2013. At that time, the influences of secondary education were clearly noticeable on the behavior of especially the older students at the Governor de Graaff school. Older girls hung out with the students of the Gwendoline van Putten school. Disagreements during school time continued after school, when the help of an older brother or sister from the Gwendoline van Putten school was called in. Yet there were no major conflicts in that period. There was also very little aggressive behavior from children or parents towards teachers. Not all teachers got along well, but this never led to dramatic scenes. Sexual harassment was hardly an issue.

Since the move to the location in Fair Play and the sharp drop in the number of students, the incidents have decreased to zero. One exception to this is the unrest among the teaching staff in the 2013-2014 school year. This is described in the school's communication report.

What is noticeable is the rapid aggression or anger that can be detected among our children. In the first instance, it is the task of the group teacher to tackle this behaviour. To combat violence and aggression in the future, it is necessary to act preventively. Kanjer training at our school promotes social competences in the children. Especially in the lowest grades it is important to teach young children to work or play together. The communication report is the starting point for the staff.

Prevention includes creating a pleasant social climate with attention to the individual. The school cannot escape curative action. An incident at student level is immediately reported to the principal. He offers that confidential assistance that is within his means and authority. He may initiate a counseling process, in which he approaches those involved and provides information if necessary. In the event of a shocking event, the seriousness of the event must be taken into account and the police and/or doctor may be called in. The director reports this to the school board and MR. Team members and other involved parties will be kept informed. If necessary, a reception team will guide the process further. Such a team does not yet exist. This will have to be discussed with the other schools. The possible occupation of a reception team can consist of the following officials: a social worker, police officer and (school) doctor.

After the initial handling of the incident, the director will contact the victim's parents and the teacher after two weeks to discuss the state of affairs together. The student must feel safe again and experience the environment as familiar. Any material damage suffered will be handled under the supervision of the director. In very serious cases, a longer term is applied and more interviews are held in the interim, including with the reception team.

If a staff member is the victim, it can have a greater impact on the school organization, because the management then has to find a replacement for the class. In addition, the victim's partner can come into the picture for shelter. A company doctor is called in in the event of prolonged absence and return to school.

If there is a crime involving children, it is up to the parents to report it to the police. In other cases, it is the victim himself.

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

An incident takes place.

The report is sent to the management.

Stakeholders are approached.

Guidance process is initiated.

Any damage will be recovered.

Discussion follows.

5.5. Protocol conflict management

There are untenable situations, at times when students display derailed behaviour. Rebellious behavior leads to disruption of the class atmosphere. Consistently breaking school rules is also considered intolerant behaviour. And what about verbal abuse? All these things need to be nipped in the bud. It starts with warning. If this approach does not work, the group teacher will have to start a conversation, in which agreements are made. If the matter cannot be dealt with at class level, the management will be involved. Possible punishment can follow, such as a time-out, in which the student performs the specified tasks outside of a group within school time. If the situation becomes more serious, the management will have to approach the parents. Agreements are made with them and these are recorded in writing. In exceptional circumstances, suspension will follow.

Each incident must be evaluated at both levels, class and school, so that insight is gained. There is a written report following the settlement of the conflict. If parents disagree with the approach taken by the school, they can contact the complaints committee.

A pupil with a behavioral deviation can be registered with the Expertise Center for Educational Care and if this deviation arises from a family situation, the Center for Youth and Family can be approached, with the consent of the parents. Writing an action plan helps to tackle this problem.

Chronologically, the approach looks like this:

Giving warnings

Conducting a conversation and recording it

In case of repetition, the management is called in and new agreements are made

Any punishment follows

(Parents can contact the complaints committee)

Involvement of EOZ or CJG

6. Incident Registration

Registering incidents is a requirement for the settlement process to run smoothly. As a school, we must avoid developing a different form for each protocol. A standard form is preferred, which can be completed in all cases and is treated confidentially. Accidents are also registered. Periodically an overview can be drawn up and policy can be adjusted accordingly. The form must meet the following requirements:

* The information is clearly arranged;
* The information can be filled in quickly;
* The information is easy to convert into policy.

Attached to this document “socially safe school” is the registration form.

In addition, the Governor de Graaff school will conduct an annual survey of parents and students from the two highest grades to determine the well-being of students at our school. The policy will be adjusted if necessary.

7. Afterword

This document contains all protocols that lead to an unambiguously agreed policy between all parties involved. To achieve this, this document will be submitted to the team, PTA, MR and board. Ultimately, it is the board as an authority that ratifies the policy. All the input leads to the desired adjustments in text and content. After a period of four years, the protocols are reviewed. The newly acquired experiences provide new insights. The situation at the school is not a status quo. If the school grows in the meantime, this can influence the atmosphere and approach. Conducting a survey can contribute to the image formation.

Let this be a living document!