

Behaviour Protocol HSL

To be carried out by the team, the parents and the students of the HSL



Index

Introduction	3
1 Social-emotional development at the HSL	4
1.1 HSL School Rules.....	4
1.2 Tools for social-emotional development at the HSL.....	5
2 Bullying protocol	7
2.1 Teasing vs bullying.....	7
2.2 Bullying prevention policy.....	8
2.3 Five-track approach.....	9
2.4 Step-by-step plan.....	11
2.5 Cyberbullying.....	13
3 Protocol for Inappropriate Behaviour	14
3.1 Step-by-step plan.....	14
4 Protocol for Unacceptable Behaviour	16
4.1 Step-by-step plan.....	16
5 Suspension and Expulsion	18
5.1 Suspension Procedure	18
5.2 Expulsion Procedure.....	19
6 Measures in case of parental misconduct	20
6.1 Parental misconduct procedure.....	20
6.2 Severe parental misconduct procedure.....	20
7 School bus behaviour	22
Appendix: bus rules.....	23

Introduction

At the HSL, a pleasant atmosphere is combined with optimal educational performance. We strive to make school fun and engaging for the students. As a Dutch school with an international dimension, we value the creation of an optimal living and working environment with a strong sense of home for the kids. The HSL offers a child-friendly, safe and orderly environment, in which children are challenged to learn and work towards their goals, together.

To ensure that the school is a safe environment, we created this protocol to outline the measures that are taken at the HSL to promote desirable behaviour. The Behaviour Protocol is carried out by students, parents and by the team at the HSL. By enrolling your child at the HSL, you agree with the policy. This is also communicated as such with new parents at the school.

Education is a shared responsibility between the school and the parents. In order to provide high quality education, it is important that teachers, parents and students have an open attitude towards each other and that there is mutual trust. To stimulate this, the HSL has created school rules that form the foundation of a safe pedagogical environment. The students, the team and the parents are expected to follow these rules, take responsibility and to hold each other to those responsibilities.

If students, staff members or parents fail to follow these basic rules, measures will be taken. The procedures and potential measures towards students and parents are described in this protocol. Staff members are expected to act and work in a professional manner. If staff members break the rules of the behaviour protocol, they will be spoken to by a member of the management team, related to their staff role and performance of that role.

Chapter 1 Social-emotional development at the HSL

The HSL offers education in a unique environment. It is an international environment with an ever-changing population, in which welcoming others is a focal point for both students and parents. The students grow up in an international environment and thus our goal is to guide them towards becoming world citizens with an open mind and an open view. The HSL aims to be a place where openness, trust and passion are key characteristics and a place where learning is fun for everyone involved. We firmly believe that a safe and welcoming school creates the optimal educational environment and will allow children to fully develop their social skills in a positive way.

In order to ensure safety and a respectful interaction between students, parents and the school, school rules are necessary.

1.1 HSL school rules

There are four school rules, that apply to anyone on school grounds. These 4 rules are the foundation for class rules and of the personal learning goals for the students.



The school rules are:

1. I care for the world around me and for others
2. The school is a tranquil and safe environment
3. I take care of my belongings and of others' belongings
4. I treat others as I want to be treated myself

The school rules are introduced to the students during assemblies. There are also posters in all classrooms to remind the students of the rules.

The class rules, that are linked to the school rules, are:

I care for the world around me and for others

- You help others if you can and you are friendly towards others

- A conflict is always solved with words, never with your hands
- You will use the copier, printer, paper and electricity responsibly

The school is a tranquil and safe environment

- When in the hallways, you will use your 'buddy voice'
- You will be quiet when the 'quiet sign' is shown
- You will listen to the teachers in school
- When a teacher is talking, you will be quiet

I take care of my belongings and other others' belongings

- Make sure that your bag, drawer and locker are neat and tidy
- If you have used any materials, you will return them and store them neatly

I treat others as I want to be treated myself

- You are self-aware regarding your attitude and social skills

In class, students work with personal learning goals, which are based on the concept of critical assessment of your own behaviour. By using personal learning goals, students become more engaged and the rules will gain acceptance within the school.

1.2 Tools for social-emotional development at the HSL

Pre-emptive action is an important part of this protocol. To embed appropriate behaviour and thus prevent having to take measures, we use a variety of tools to stimulate a positive social-emotional development in students.

The HSL offers the following regarding social-emotional development:

- From the start of the school year to the Autumn break, we use the 'Good Start'-approach. The children will be responsible for the group rules as a group and there will be regular evaluation of the rules during this period. The English Department is also involved in this process, so the students know that the rules are also apply during English class.
- At the HSL, we work with Structural Cooperative Learning (SCL). This is introduced to the children at Jip en Janneke and all the way up to group 8. The social skills of the students are structured by the way groups, team builders and class builders are formed (following the structures of Dr. Spencer Kagan). The children learn how to open a dialogue and how to be understanding of the opinion of others. These activities and structures create an environment in which social behaviour is stimulated.
- In October and April, the teachers will assess the students' emotional wellbeing by filling out a questionnaire from the 'Zien!' program. In groups 5 to 8, the students fill out a questionnaire of their own and the results are compared to the teachers' notes. The outcome of that comparison is discussed between teacher and student. The outcome is also discussed between the teacher and the staff team that is involved with the care of your child.

- Since school year 2015-2016 Yvette van der Star is the Behaviour Coordinator at the HSL. She can support teachers and/or parents if there are any questions regarding extraordinary behaviour in class.
- For incidental, one-off lessons regarding social-emotional issues, we have the following sets of classes available at the school:
 - SOEMA cards map 1 to 4, Duforce Publishing
 - 'Sociaal gedrag elke dag', Pica Publishing

Chapter 2 Bullying protocol

Unfortunately, bullying happens at every school and thus it can also happen at the HSL. We acknowledge bullying to be a problem and we take dealing with bullying very seriously.

This bullying protocol aims to create a safe school for children to feel safe in, so they can develop in an optimal environment. By supporting and respecting each other, we provide a place where all children can enjoy school. The school rules are displayed throughout the school, in order to make them visible to all and to provide guidance if undesirable situations occur. Teachers and parents both acknowledge this protocol and actively enforce it.

2.1 Teasing vs. Bullying

A definition of bullying in school is: 'Bullying is the systematic abuse – physically or mentally – of (a) student(s), not able of defending him/herself, by another student or group of students.' This definition helps us to differentiate between bullying and teasing. Teasing is incidental, whereas bullying is frequent and systematic.

Teasing	Bullying
Equality between subjects	Inequality of power
Varying 'victims'	The same victim
Funny in intent	Hurtful in intent
Sporadic	Frequent

Signs of bullying can be:

- *Using (hurtful) nicknames, never using one's own name*
- *Making 'funny' remarks about a particular classmate*
- *Constantly blaming a classmate for occurrences*
- *Passing notes*
- *Cyberbullying (social media, apps, etc)*
- *Insults*
- *Ridiculing one's clothing*
- *Isolation*
- *Hitting, kicking, fighting after school*
- *Visiting the victim's home unannounced*
- *Taking one's possessions*
- *Shouting to the victim and name calling*

2.2 Bullying prevention policy

The HSL values a good pedagogical environment. This is translated into the values we have as a school and pass on to the children, based on our own identity. The atmosphere which children grow up in partially defines the adult they will become. That is why we value a friendly and safe environment with order. It makes children feel safe and allows them to develop well. To create that atmosphere, the rules are important.

The school rules are displayed in all classrooms and are explained to the students. We hope that the visible presence of the rules will have a pre-emptive effect and that whenever an issue occurs, the students can discuss the incident by using the rules.

Conditions

- Bullying should be acknowledged as a problem by all parties involved: students (victims, bullies and the silent majority), teachers and parents/guardians.
- The school will try to prevent bullying whenever it can. Whether bullying is currently happening or not, the teachers will discuss the issue in class and will explain the rules regarding bullying to the students.
- If bullying occurs, teachers (in cooperation with parents) are expected to notice the bullying and to make a plan to stop it.
- If the bullying keeps occurring despite attempts to stop it, the school has to have a protocol ready to handle the situation.
- If the issue is not dealt with correctly or if the measures taken do not result in a satisfactory solution, a confidential counsellor will be asked to intervene. This counsellor can investigate the issue, seek professional advice outside the school and offer advice to parents, students and staff. Teachers can always -confidentially- contact the MT with their concerns. They can also contact the confidential counsellor Els de Groot.

For students, there are 2 confidential counsellors in the school, with whom they can talk about bullying or issues related to bullying: Annelijn Beltman and Eefje Slegers. There is a letterbox at their office where students can leave anonymous notes, if they wish to. Of course they are always welcome to discuss the issues in person with Annelijn or Eefje, but sometimes that can be a bit daunting for the children. The letterbox offers an easier way for the students to speak up.

2.3 Five Track approach

If bullying occurs, we take on an active approach to solve the issue. We use the recommendations from the 5-track approach, which is described below. This approach has been developed by Dutch organisations for parents in education.

In order to effectively deal with bullying, the following 5 groups will have to be involved:

1 The teacher (detection and handling)

Group level

Teachers have a key role in dealing with bullying. They have the prime responsibility in the approach. It is important that teachers detect bullying at an early stage and that they deal with the issue effectively. The teachers are supported in this by our Intern Begeleiders who, if deemed necessary, can also discuss the issues at hand with individual students or groups – outside of class.

The parents

In the detection phase, the teacher of IB can notify the parent, depending on the level of concern they have. If deemed necessary, the school can organise a group discussion with all class parents, to discuss the issues and to work towards a solution that is satisfactory for all parties involved. The teacher will provide care and advice for the victim as well as for the bully, in close communication with parents and/or outside counsel.

2 The bully

There will always be a sit-down with the bully. This talk is aimed at finding the cause of the behaviour, enlarging the bully's empathy and installing an understanding of the consequences of bullying, linked to a set of agreements and evaluations in the near future. We usually give bullies a chance to improve their behaviour before notifying their parents. Whether this chance is given, does depend on the nature of the bullying and the gravity of the situation.

Guidance for the bully:

- Talk; looking for the cause of the behaviour (wanting control, jealousy, boredom, feeling excluded).
- Give insight into the effects of the bullying.
- Offer an apology to the victim.
- Make the bully aware of the qualities of the victim.
- Bullying is not allowed in or around school. We keep to the following rules: punishment for the bully, reward (praise) for the children who do follow the rules.
- Teach children not to have anger as an initial response, teach self-control, teach the 'stop-think-act' method or teach other behavioural tools to help them react more appropriately.
- Contact between parents and school: inform each other and openly discuss. Empathy for the child: what is the cause of the bullying?

Causes of bullying can be:

- A problematic situation at home.
- A constant perception of anonymity (feeling excluded).
- Feeling that one is constantly expected to take on an unnatural role.
- Constant competition.
- A constant fight for dominance in class or in a neighbourhood.

Beneficial to the bully:

- Joining a (sports)club, where a bully can learn that contact with other children can be fun
- A psychologist; training social skills; a GP.

3 The victim

Naturally, there should also be guidance and support for the victim. Children who are bullied constantly, can react in various ways. Most children become passive and troubled. Some might become rebellious and seek confrontation. Both forms of behaviour are 'nurtured responses', as in: responding to exclusion. This behaviour can be changed, as it is simply a reaction to the situation. In these cases, social skills training or martial arts classes (self-defence) can be beneficial.

Guidance of a bullied student:

- Be compassionate, listen to them and ask: how does the bullying take place and by whom?
- Check how the student responds to the bullying, what was the victim's behaviour before/during/after the bullying.
- Crying or being furious are responses that are sought after by bullies. Teach the student how to react differently to the bullying.
- Find and practice a different response to the bullying (i.e. do not remove yourself from the group)
- Give the victim insight into why the bully is acting this way.
- Ask the student what they want to do to change the situation.
- Highlight the victim's strengths.
- Reward (praise) the student for changing their attitude.
- Discuss the issue with both the victim's parents and the bully's parents.

Do not over-protect the victim by walking him/her to school or talking to the bullies on their behalf. This sets the victim apart from the group, which can actually worsen the bullying.

4 The silent majority

To include the silent majority in the fight against bullying, the following measures can be taken:

- Talk about bullying in class, by discussing this behaviour protocol for example.
- Make these discussions a regular occurrence in class. Use a variation of methods and assignments.
- When a teacher discusses bullying in class, we advise not to use an actual example from the group. If an actual situation is used, it allows the class to deny, marginalise, blame the victim, blame the victim for telling the teacher, etc.
- Use role play to have others experience the feeling of exclusion, so they will empathise with the victim.

5 The parents

For parents of a bullied child:

- Keep communicating with your child.
- If bullying occurs outside of school, try to contact the bully's parents to discuss the issue.
- If bullying occurs at school, it is best to contact the teacher directly.
- By positive empowerment and praise your child's self-esteem will grow or be restored.
- Encourage your child to play sports.
- Support your child in the notion that the bullying is temporary and will end.

For parents a bully:

- Do not underestimate your child's issues.
- Don't panic: all children can be bullies at one point or another.
- Try to find the cause of the behaviour.
- Increase empathy in your child.
- Spend extra time with your child.
- Encourage your child to play sports.
- Correct your child when behaving badly and praise him/her for good behaviour.
- Explain to your child that you agree with the school on this matter.

Parents of the silent majority:

- Take the parents of the bullied child seriously.
- Encourage your child to interact with others in a positive manner.
- Correct your child when behaving badly and praise him/her for good behaviour.
- Set a good example.
- Teach your child to stand up for others.
- Teach your child to stand up for himself.

2.4 Step-by-step plan

Step-by-step plan of the anti-bullying protocol

Before the plan starts: every report of bullying is to be taken seriously and is to be verified.

When a student, parent or colleague reports bullying, the following steps will be taken. The steps are aimed at stopping the bullying as quickly and effectively as possible.

Step 1

The teacher has a one-on-one talk with the bully and with the victim. Using actual occurrences from the near past, the teacher will assess the gravity of the situation. If necessary, the teacher will inform the IB. The team will be notified about the situation, so they can keep an eye on the situation during recess, etc.

Step 2

The teacher has a discussion with both the bully and the victim. The issue is clearly defined. With both parties in attendance, rules and agreements are made to stop the bullying immediately.

If there are more than one bullies involved, the teacher might choose to discuss the issue in class. The teacher will emphasise that school is a place where everyone should feel safe and that reporting a bully is not the same as telling on someone. The teacher will aim to remove any fear of reporting bullies.

Step 3

Within one week, the situation will be evaluated. The teacher will pay close attention to the situation in order to assess how it is evolving.

If parents have reported the bullying, they will be notified of the teacher's findings and they will be notified of the rules that have been made with the children.

This step will also be taken if the teacher deems it appropriate given the gravity of the situation, whether the parents have reported or not.

Step 4

Talk with the bully and the victim (this can be separate or together, the teacher can decide) to see if the rules have helped and if they are followed by all involved. If so, repeat the rules and check again in 2 weeks. If not, analyse what went wrong in order to adjust the rules. The teacher will discuss this with the IB and there will be a plan for the following 2 weeks. The team will be notified of this plan, as will the parents.

Step 5

After two weeks, there will be another talk between the students and the teacher. The teacher will report the outcome to the IB. If the plan has worked, there will be a gradual decrease of the plan's rules. If it hasn't worked, there will be a new plan to follow, which might require outside counsel.

Remarks:

1. All actions taken and rules made are documented in Parnassys by the teacher.
2. All actions taken and rules made are to be aimed at stopping the bullying immediately and changing the behaviour.
3. If bullying is persistent, professional help might be sought.

There is also the possibility of a 6th step:

Step 6

A group discussion about the issue with all group parents. This can be helpful if there is a large silent majority that doesn't react to bullying in class (or is afraid to react). This group discussion will be led by the MT or by an IB. The aim of such an event is to inform parents and to advise parents on how to change their child's behaviour. We also encourage parents to communicate amongst themselves at these meetings.

In extreme cases, there are two more steps we can take (this will be a result of meetings between teacher, team, parents, IB and MT):

Step 7

A student (bully or victim) is temporarily placed in another group.

Step 8

The bully is suspended for a maximum of 2 days. If suspension is necessary more than once, there will be a meeting between MT and board to discuss the expulsion procedure.

2.5 Cyberbullying

The school's responsibility

Sometimes, bullying occurs outside of school. This does not mean the school doesn't have to deal with the effect; the bullying will continue at school and student results suffer. It leads to an atmosphere which does not feel safe for the students and thus is not an optimal learning environment. Bullying affects the school climate. One of the forms of bullying we see is cyberbullying. The cooperation with parents is extremely important in avoiding (cyber)bullying.

How the HSL tries to prevent cyberbullying:

1. The students of group 5 to 8 are made aware of the dangers of internet, the effects of cyberbullying and of laws and regulations regarding this matter. If we notice cyberbullying, we use the set-by-step plan from this protocol.
2. Rules for behaviour on the internet are made with students from group 3 onwards.
3. In our school guide, it is stated that recording students or teachers without consent is seen as unacceptable behaviour.
4. Parents are informed on the dangers of internet for children during a parent meeting.
5. Teachers and parents are advised to obtain the 'Diploma Veilig Internet' at www.iksurfveilig.nl.

Students often do not realise that cyberbullying is in fact against the law. If it escalates, police might be involved.

Protocol for inappropriate behaviour

Setting limits by use of the time-out method helps to provide clarity for the students and it offers a sense of security when the student isn't able to define the limits of good behaviour him/herself. The time-out method aims to change the inappropriate behaviour in a positive way, in order to establish a positive attitude in the student and to prevent future disruption in class.

The time-out sets boundaries to inappropriate behaviour. By placing the student outside the group, the teacher sets a clear boundary: what is appropriate and what is not. This is a signal towards both the culprit and the others in class. After all, a teacher can only warn students so much.

The time-out corner is a visible place in the classroom where a student will go when he/she gets a time-out. The time-out corner is exclusively used for that goal (i.e. not a play corner, etc).

3.1 Step-by-step plan

Step 1:

The teacher explains the concept of the time-out corner and shows them where it is. The teacher also explains the rules and when students will be sent there and what happens if a student does not follow class rules or disobeys the time-out rules. By explaining the rules, everyone in class knows what the boundaries are.

Step 2:

If a student displays inappropriate behaviour, he/she will receive 2 warnings: the teacher will tell them what they are doing that is deemed inappropriate and what is expected of them. If the behaviour continues, the student will be given a time-out in the time-out corner. The teacher will bring the child there or will send the child there. A timer will be set (5 min). If the student has proven to be calm and cooperative, he/she can re-join the activity in class. The teacher will affirm the good behaviour before letting the child leave the time-out corner.

If the inappropriate behaviour continues in the time-out corner, the child gets 1 chance (extra time in the corner) to improve the behaviour. If that does not help, we move on to step 3 and the child is removed from the group.

A student can be placed in the time-out corner multiple times during a day. The goal is to change the behaviour in a positive way.

Step 3

A time-out in another group. The teacher will bring the student to the time-out corner in another (parallel)group. Once there, the child is expected to fill out a 'time-out form'. The student has 15 minutes (group 1-3) to 20 minutes (group 4-8) to do so. The aim is to involve the student in finding a solution. When the form is filled out, the student has to wait until the set time is over. He/she will come back to class by him/herself.

Receiving teacher:

- The receiving teacher offers the time-out corner and ignores the presence of the student.

There is no conflict between the teacher and the student, so the teacher will have a neutral attitude towards the situation. The teacher will not discuss the situation or acknowledge it. The teacher can help the student to fill out the form (hand paper, ask if they understand what is asked of them).

- The student will return to their own group after the time-out and hands in the time-out form. The receiving teacher will bring the student to their own class and will hand over without further explanation. The teacher will tell the student when the form will be discussed with them.

If the inappropriate behaviour continues after the time-out in another group, there will be 1 chance given to improve (extra time). If no improvement is shown, we can move on to step 4.

Step 4

If the inappropriate behaviour continues after the time-out in another group, IB will be notified and they will take over.

- IB will pick up the student from the time-out corner. He/she will talk with the child, aiming to stop the behaviour.
- If IB is unavailable, the MT will perform this task.
- The student gets 1 additional chance to fill out the form.
- IB returns the student to class.
- The student is removed from class and is put to work at a different location in school. He/she will not return to class for the remainder of the day.
- If the behaviour continues to escalate, if the student shows no signs of calming down and if the student refuses to listen, the first step of the Unacceptable behaviour protocol will be activated.

If a student is given a time-out in another group, the teacher adds this to the Parnassys file. If the student is removed from class a second time, the parents are notified by the teacher.

N.B. In class, there is no limit to the number of times a student can be placed in the time-out corner. As long as they improve when placed there, they can return to group.

If a student has been given a time-out multiple times within 2 weeks, the parents are invited for a meeting and, together with IB, a plan will be made to improve the behaviour.

Protocol for Unacceptable Behaviour

The school rules can be violated in such a way that an unworkable situation is created. We then speak of unacceptable behaviour. This entails:

- Physical abuse of others (students, staff, parents), verbal aggression, aggression towards oneself.
- Threatening students, parents or staff.
- Vandalism: willingly damaging materials or property. Showing signs of physical aggression or violence.
- Not listening to others: Not listening to others can create an unsafe environment . If someone ignores others completely, the group can feel uneasy. This is especially the case with group instructions, warnings and explanations.

4.1 Step-by-step plan

Step 1

- The teacher removes the student from class and brings him/her to the MT. The student will not be allowed back in class for a part of the day. The student will be placed under care of the MT or IB and will continue to work on the tasks given by the teacher.
- The teacher or IB will contact the parents and discuss the unacceptable behaviour of the child.
- The teacher, together with the parents, will create a set of rules for the child to prevent the unacceptable behaviour from returning in the future. IB will attend this meeting.
- The teacher adds the incident, the behaviour and the set of rules to the Parnassys file. This document will be printed out and parents are to sign this, in order to ensure acknowledgement.

Step 2

- If a student repeat the unacceptable behaviour, the student will be sent to the MT.
- MT will notify the parents and will ask them to pick up the child immediately. The parents are notified about the incident, the unacceptable behaviour and about the possibility of removal from class.
- MT will decide on the length of removal from class, with a maximum of 1 week. During these days, the student will make his/her assignments under supervision in the IB office.
- A letter is written to acknowledge what has happened and this document is to be signed by the parents. The letter will be added to the Parnassys file.
- A meeting will be initiated between the teacher, IB, MT and the principal. A report of this meeting will be made and shared with the parents to inform them of the unacceptable behaviour. The report will be made using the HSL template.

- Parents are invited for a meeting with the teacher, IB and MT. The behaviour is discussed and a plan for improvement is shared. Parents are also notified about the procedures at the HSL in these cases. The parents are to sign the report of this meeting.

Step 3

- If the unacceptable behaviour continues, the same procedure is followed as in step 2.

- The MT will decide on a possible suspension of the student and they will inform the board and advisory board about the situation.

- If a third incident with severe misconduct occurs, the parents are invited to school immediately for a meeting in which the misconduct is explained and further consequences are discussed (possible consequence: suspension for 3 to 5 days). Attendance of a member of the (advisory) board is possible. The parents will receive a written explanation of the consequences. The Dutch educational inspection is notified of the situation.

The suspension and expulsion procedure will be activated.

In this chapter, the procedures and criteria for suspension and expulsion from the Hollandse School Ltd. In Singapore are explained.

Suspension and Expulsion, meaning:

Suspension and expulsion means that the student will not be allowed on school grounds, be it temporary or indefinite.

- The MT/board can suspend a student for a limited period of time, they cannot expel indefinitely.
- The MT/board will notify the parents of the decision to suspend in writing. In this document the following will be included: the reason for suspension, the start and duration of the suspension and other measures taken (if applicable).
- The MT/board will inform the inspection of the suspension and will include the reason for the suspension.
- The school will provide options for the student to keep up with the school work, by handing out homework or otherwise, to prevent the student from falling behind.

5.1. Suspension procedure

A student can be suspended if they have had 3 incidents with unacceptable behaviour, has been talked to about them by the MT (with reports of all 3 meetings) and if there has been no improvement following the 3 interventions.

If a student severely misbehaves after being suspended, the student can be expelled from school. The student and parents will be notified of this verbally, a written report of this meeting will be made. A member of the school board will be present at this meeting. The parents will receive a copy of this written report, which will include a description of the consequences. The Dutch educational inspection will be notified as well.

The parents will be made aware of the possibility to appeal the decision to remove the student from the school within 4 weeks of the meeting, in writing.

The expulsion date will be set in consultation with the parents, to allow the parents time to find a new school for the student. The maximum period of time between the meeting and the expulsion date will be 6 weeks.

5.2 Expulsion procedure

Expulsion is a measure that will be taken if the misconduct is of such severity that the MT/board deems it impossible to restore the relationship between the school and the student/parents.

Expulsion can be seen as a step that follows suspension, if the suspension does not lead to improvement of the situation. MT/board have the authority to expel a student after a single severe incident, if the safety of other people (students, parents, staff) in the school can no longer be guaranteed.

When a student or parent is expelled, the school will assist the parents in finding another school for the student. If placement at another school cannot be realised within 6 weeks, the board can decide to expel the student without continuation of education. In the 6 weeks

following expulsion, the school is responsible for providing options to follow the curriculum, by homework or otherwise. The search for the continuation of education will be documented in the file.

The parents will be notified, in writing, of the reason for expulsion, the steps the school took leading up to the expulsion and the date of expulsion. This document will also state that the school will do its duty in finding a suitable school for the student.

Chapter 6

Measures in case of parental misconduct

6.1 Procedure in case of parental misconduct

If the MT or another member of staff experiences severe negative behaviour from parents (i.e. behaviour in school, by email, spreading negativity amongst other parents), the MT will take measures to end this.

A meeting between parents and MT will be initiated to discuss the behaviour. The aim of this meeting is to improve the situation and to improve the behaviour. If this meeting does not lead to improvement, the MT will start the following procedure:

- Parents will receive a written invitation for a meeting with the MT.
- A board member or an advisory board member will be invited to attend that meeting.
- The MT will notify the parents of the procedure 'severe parental misconduct'

If, following that meeting, another incident of parental misconduct occurs, the procedure 'Severe parental misconduct' (chapter 6.2) will be activated.

6.2 Procedure in case of severe parental misconduct

Severe parental misconduct can prevent teachers of being able to perform their jobs properly and it can affect the school atmosphere in such a way that it affects the learning climate for the student. Severe parental misconduct can be: using profanity, name calling, threats and the use of physical violence by a parent.

If a teacher is in a meeting with parents and feels threatened, the teacher can stop the meeting immediately. The teacher can choose to continue the discussion at a later stage (after a 'cool down period'). The teacher can choose to ask for support by IB.

If there name calling, threats or physical violence occur in a meeting between parents and teachers, the MT will join the following meeting to discuss the behaviour of the parents. In this meeting, it will be explained why the behaviour towards the teacher, MT or school is deemed unacceptable and why it has a negative effect on the school. The parents will be told that the behaviour has to change immediately, as recurrence of the behaviour will result in a temporary suspension from school grounds.

If the severe misconduct continues after the suspension, the parent will be invited for a meeting in writing. This meeting will be attended by the MT, a member of the board and possibly by a member of the advisory board and/or IB. The aim of this meeting is to assess whether an permanent expulsion from school grounds is necessary. If the parent cannot attend the meeting, he/she will be asked to propose a new date within 5 days of the initial proposition. If the parent does not show up or does not respond to the invitation(s), this will be seen as 'not cooperating to find a solution' and the parent will then be notified of the procedure by email. In this case, the assessment whether a permanent expulsion from school grounds is necessary will be conducted by the other invitees.

During a period of suspension, the parent is not allowed on school grounds, including the building, the school yard, the car park and other school premises. The parent will be informed about the student's progress in writing.

When a suspension or expulsion is handed out (temporary or permanent), the MT will inform the board and the advisory board about the situation.

Chapter 7
School bus behaviour

The bus rules are known to all students, teachers, drivers, attendants and parents. The rules have been shared with the students in class and are visibly displayed in the classroom and in the bus.

If a student does not follow the bus rules, the following measures will be taken:

Step 1:

The student has behaved badly in the bus. The bus company or a student from the bus will notify the bus coordinator or a teacher. The coordinator or teacher will then notify the teacher of the misbehaving child. The child's own teacher will then discuss the incident, explain what can be done to change the behaviour and what is expected of the students.

Step 2

If the inappropriate behaviour continues within a period between major school holidays, the teacher will inform IB and the parents. Together with the parents, a solution for the situation will be sought. The student will be expected to write an apology to the other students in the bus, the driver and the attendant.

Step 3

If the inappropriate behaviour still continues, the MT will be involved in the process. The parents will be invited to school for a meeting to discuss the situation.

If the steps, mentioned above, do not lead to improvement, the MT and bus coordinator can decide to discontinue the bus contract for that student.

Appendix

Busregels

Veiligheid

- v doe altijd je veiligheidsriem om
- v blij rustig zitten
- v laat eten en drinken tijdens de busrit in de koelbox
- v blijf wachten bij de halte en blijf bij de auntie
- v loop met de auntie mee naar de bus

Wees aardig en houdt rekening met

- v de buschauffeur
- v de auntie
- v elkaar
- v elkaars spullen
- v andere leerlingen in de bus
- v andere weggebruikers

Communicatie

- v wees beleefd tegen de buschauffeur, de auntie en andere weggebruikers.
- v gebruik tijdens de rit je maatjesstem
- v spreek Engels tegen de buschauffeur en de auntie
- v praat tijdens de rit niet met de buschauffeur

Bus rules

Safety

- v Always wear your seatbelt
- v Remain seated
- v Food and drinks remain in the coolers
- v Wait at the bus stop and wait for the auntie
- v Follow the auntie to the bus

Respect

- v The driver
- v The auntie
- v Each other
- v Each other's stuff
- v Other bus passengers
- v Other road users

Communication

- v Be polite to the driver, the auntie and other road users
- v During the trip, use your "buddy-voice"
- v Speak English to the driver and the auntie
- v Whilst driving, do not talk to the driver