



School safety plan

Rotterdam International Secondary School



ROTTERDAM
INTERNATIONAL
SECONDARY
SCHOOL

Junior Campus: Bentincklaan 294, 3039KK, Rotterdam

Senior Campus: Schimmelpenninckstraat 23, 3039 KS, Rotterdam

<https://riss.wolfert.nl/>

Version 1 July 2025

Consent MR: 28-10-2025



Table of contents

1. General	4
1.1. Introduction	4
1.2. General details of the school	5
2. Vision, policy and organisation	6
2.1. Vision of integrated school safety	6
2.2. Definitions of undesirable behaviour	9
2.3. Organisation of security	12
3. School culture	15
3.1. Code of conduct and school rules	15
3.2. School rules	16
3.3. Sanctions policy	17
3.4. Privacy policy	18
3.5. Serious incidents, reporting policy	19
3.6. Damage recovery and recovery-oriented work	19
4. Quality assurance safety	21
4.1. Incident registration	21
4.2. (Labour) accident registration	21
4.3. student safety monitor	21
4.4. Safety analysis	22
4.5. Protocols/regulations	22
5. Physical security	23
5.1. RI&E	23
5.2. Building security	23
5.3. Supervision and guidance	25
6. External cooperation	28
6.1. Vision of parents as partners	28
6.2. Formal participation	28
6.3. Informal participation	28
6.4. Cooperation with stakeholders/external partners	29

7. Information, education and training	31
7.1. General	31
7.2. students	31
7.3. Staff	32
7.4. Parents	32
Annex 1: list of protocols/regulations	33
Annex 2: list of officers	34
Annex 3: Safe school checklist	35

1. General

1.1. Introduction

The school safety plan is an integrated document in which social and physical safety policies are set out in conjunction with each other to create a holistic approach to school safety. It addresses all forms of social safety and aggression (violence, sexual harassment, discrimination, bullying), which may occur within or in the immediate vicinity of the school as well as theft, digital safety and physical safety. Physical and social safety are closely linked to the implementation of the Risk Inventory and Evaluation (RI&E), which every school is required to carry out regularly under the Occupational Health and Safety Act. Its contents are reviewed annually and continuously tested against any amended regulations.

"Rotterdam International Secondary School (RISS) will use this plan as a basis to obtain the 'Safe School Rotterdam' certificate in 2025.. This certificate is valid for three years. The certificate stems from the Safe at School (VOS) project and is based on the SAFE model, which stands for:



- School culture
A school that both governs, guides and supports. Where students, staff and parents participate in creating a safe learning environment for students. This contributes to a learning and living community where people interact cordially.
- Attractive education
When students are positively challenged and education matches students' learning and development needs. Engaged students with agency are less likely to disrupt the teaching and learning process through negative behavior or drop out of school.
- Physical environment
An attractive and safe building accommodates students' different learning needs and is instrumental in creating a safe learning environment
- External Cooperation
The school is not alone and uses the wider school community to support learning and wellbeing when either students, parents or staff need extra support, either preventative or curative. .

The municipality of Rotterdam has included requirements that go beyond the current national standard in order for schools to receive the 'Safe School Rotterdam' certificate. Incidents may still happen within the school, however there are clear rules which are widely available and applied consistently. Topics described in the Support Plan and school policies are integrated into this School Safety Plan.

RISS strives for a living and learning climate in which our staff and students feel safe and form a supportive community with the school at the centre of it. A positive social connection with our school is an important precondition for the best possible learning climate for our students and working climate for our staff. When students have agency and purpose their learning performance and well-being is supported, which in turn creates less disruptive behaviour.

Consent MR dated: 28-10-2025

1.2. General details of the school

Rotterdam International Secondary School (RISS) is a Dutch, semi-private English medium secondary international school situated in the port city of Rotterdam in the Netherlands. It serves students from the ages of 11 to 18. RISS is part of the Wolfert van Borselen conglomerate of schools, one of the biggest mainstays of education in the Netherlands, which falls under BOOR.

RISS was established in 1987 with 7 students from all continents as the English Stream (ES) within the current Wolfert Tweekalig (bilingual) facility. The ES cohort, unlike the ISK (or international transition classes) who came to the Netherlands to settle, demanded a more flexible curriculum that allowed them to move after a year or two to other countries as it was the nature of expat life with a lingua franca - English - that empowered them to continue their education. The following year in 1988, with the official opening, the ES had 48 registered students. The first IGCSE exams took place in 1991 and in 1993 the first International Baccalaureate graduates. The school moved in 2004 to the current building (now the Junior Campus) and then in 2017, due to significant growth in student numbers, a second campus, an old building that belonged to national railway offices, was quickly commissioned. The SC now houses our senior students (grade 11 and 12).

RISS is divided into 7 year groups. Grade 6 to 8 (11 - 14 years) are part of our Foundation Years, Grade 9 to 10 (15 - 16 years old) are our Middle Years provision, which follows the IGCSE curriculum. These grades are housed in the JC with around 240 students. Grade 11 and 12 (17 - 18 years old) are our Senior Years, which are housed in our Senior Campus (SC) with about 158 students. In the Senior Years, RISS offers the IB programme: either the IBDP or IBCP. RISS has approximately 398 students. Our students are a true reflection of our diversity, with over 68 nationalities present. We have 73 members of staff, comprising teachers and support staff, representing 23 nationalities. Our staff represents a true coalition of international

colleagues with over 23 nationalities represented and all united by their passion for education and student wellbeing. English is the language of instruction.

RISS is located in the centre of the city of Rotterdam, minutes from the Rotterdam Central Station. This urban environment allows for students from nearby towns to commute to our school, but also offers some challenges, such as a lack of space and playground recreational areas.

Since its inception in 1995, RISS has offered an international provision. The school has gone through numerous accreditation visits and evaluative cycles to ensure it meets the international benchmarks of quality and safe education. Recently in 2024 RISS was re-accredited by CIS (Council of International Schools) and NEASC (New England Association of Schools and Colleges) and in 2025 RISS's IB programmes, the IBDP and IBCP was successfully reaccredited by the International Baccalaureate. These cycles of accreditation not only ensures RISS is abreast of International Educative practices, but also offers the school the opportunity to reflect on practices with critical and supportive partners.

Although RISS is a state school, it supports a different education model and does not work in Dutch. This difference of approach and language offers some challenges to engage fully in the multitude of offerings available to Dutch schools.

RISS's Mission : Our mission is for every student to enjoy their youth.

RISS's Vision

Educating for self-awareness, curiosity and integrity in a changing world.

We will do this by providing innovative approaches to learning, by encouraging achievement, by fostering international mindedness with local and global engagement, by modelling ethical behaviour and by acting respectfully and with honesty.

Contact details RISS

Junior Campus Bentincklaan 294 3039 KK Rotterdam Tel: 010 890 77 44

Senior Campus Schimmelpenninckstraat 23 3039 KS Rotterdam Tel: 010 890 77

<https://riss.wolfert.nl/>

Competent authority

Rotterdam International Secondary School is under the management of the BOOR Foundation, and is part of the Wolfert School Group.

Schiekade 34

3032 AJ Rotterdam

PO Box 23058

3001 KB Rotterdam

010-2540800

info@stichtingboor.nl

www.stichtingboor.nl

School management, year leaders and other officers

The website <https://riss.wolfert.nl/> contains the contact details of the school management.

School guide

RISS works with a printed and digital school guide called the RISS Handbook. This Handbook is updated annually and can be found on the website: [Riss Handbook](#)

2. Vision, policy and organisation

2.1. Vision of integrated school safety

The BOOR organisation is convinced that a safe environment is a success factor for development and growth. BOOR schools therefore want to be a safe place for students and their parents, staff and everyone who contributes to education from his or her role. After all, safety is a basic need of every human being and a basic condition for learning.

In the [course document Sta Open](#) of the BOOR foundation, safety is therefore one of the five central themes under promise 3: Safe and Connected:

‘Wij willen leerlingen een veilige omgeving bieden waarin ze vrij kunnen leren en ontwikkelen, mogen vallen en weer opstaan. Een omgeving waar zij kunnen worden wie ze zijn en in verbinding staan met hun omgeving. Zowel fysieke als sociale en mentale veiligheid zijn randvoorwaarden om leerprestaties te kunnen leveren. Hoe doen wij dit? In de eerste plaats door stabiliteit en structuur te bieden. Daarnaast door gebrek aan veiligheid te signaleren en waar nodig samen met partners aan te pakken. Ook vinden wij de betrokkenheid van ouders een groot goed en bouwen wij aan een open en hartelijke relatie. We onderhouden warme contacten met partners van de school, zoals kinderopvang, jeugd- en jongerenwerk, wijkteams en het vervolgonderwijs. En als het hapert, zetten wij ons in om de samenwerking vlot te trekken. Zo krijgt ieder kind de ondersteuning die hij nodig heeft.’

Translation: ‘We want to offer students a safe environment where they can learn and develop freely, be allowed to fall and get up again. An environment where they can become who they are and connect with their surroundings. Physical as well as social and mental safety are preconditions for learning success. How do we do this? Firstly, by providing stability and structure. Secondly by identifying lack of safety and addressing it together with partners where necessary. We also consider parental involvement a great asset and build an open and cordial relationship. We maintain warm contacts with school partners such as childcare, youth and youth work, neighbourhood teams and secondary education. And if things falter, we make every effort to smoothen the collaboration. That way, every child gets the support he or she needs.’

2.1.1. Legal policy framework and Rotterdam key issues

Education laws stipulate that the competent authority is responsible for safety at school, whereby the competent authority in any case pursues a safety policy and monitors the safety of students at school with an instrument that provides a

representative and up-to-date picture. Safety is a catch-all term which, according to education laws, includes the social, psychological and physical safety of students. The competent authority shares the results of the aforementioned monitor with the Inspectorate. As an employer, BOOR is also responsible for the physical, social and psychological safety of employees based on the Working Conditions Act, which is monitored by means of RI&Es, among other things.

At BOOR, the Executive Board exercises the role of competent authority. Within BOOR, according to the management philosophy (2023), the principle of integral management¹ and assign responsibilities where possible at school level is applied². At the same time, the principle of 'one BOOR' is acted upon. In practice, this means that the school safety plans have the same content in the general sections and are tailored to the individual school situation where necessary. The school management and staff are responsible for implementing the policy. The school safety plan is submitted to the MR for approval.

In keeping with the course promise, BOOR vo is one of the participants in the agreement 'Safety in and around education 2023-2027'. This arrangement includes agreements between Rotterdam secondary and senior secondary schools, the municipality, the police, the Halt Foundation and youth work organisations with the aim of having and maintaining a safe climate in and around the school. As a participant in the covenant, BOOR vo confirms the principle that *'The school and/or school boards are responsible for a safe educational and working environment for students, staff, students and third parties visiting the school.'*

The school monitors compliance with order and rules of conduct in the school. It intervenes, taking action to enforce safety where necessary and within its possibilities and powers, in close cooperation with police and other partners. The way the school does this is described in this school safety plan. It also incorporates the role and tasks that BOOR schools have committed themselves to by means of the agreement and is in line with the Rotterdam core values:

1. *In the school community, everyone treats each other with respect*
Aggression and violence are not tolerated. There is a school policy on preventing, identifying and sanctioning aggressive behaviour, violence, harassment, bullying and discrimination;
2. *Substance use and school don't mix*
Drugs and alcohol are not consumed in and around school;
3. *Partners work together around learners*

¹ Integral management means that educational sector managers exercise integral responsibility for their organisational level on behalf of the Executive Board.

² The 'subsidiarity principle': this means that responsibilities lie at school level unless quality and efficiency demonstrably necessitate a higher level of scale.

All those involved in and around school (staff, parents and external partners) work towards students' well-being. In the event of a signal (potential risk), everyone takes responsibility.

2.1.2. School vision and policy

In keeping with the public identity of BOOR and as an international school, RISS, an international school, fosters a climate of respect for differences in philosophy of life, religion, origin, gender, or sexual orientation. All staff, students and their parents both give and receive this respect. Discriminatory, divisive and racist statements can not be tolerated. Students, parents and staff members experience the aforementioned respect because the school and staff members take into account as much as possible the wishes arising from religious, philosophical and cultural views, insofar as these do not clash with the interests of others, the quality of the organisation, the primary task of providing good education and the fact that RISS is a non-denominational school for public education.

RISS contributes to the desired climate of tolerance and respect by setting an example at school, naming and combating undesirable behaviour, ensuring that students learn about cultures, beliefs, personal characteristics and religions that are (partly) unknown to them, and by making this an explicit topic of discussion from time to time.

The behavioral safety policy aims to prevent all forms of aggression, violence, sexual harassment, racism, discrimination and bullying within or in the immediate vicinity of the school for both students and staff and, where incidents occur, to take adequate measures to prevent further escalation. The physical safety policy focuses on providing the safest possible environment in which accidents and injuries are prevented, therefore the school has a strict policy on smoking/vaping, alcohol and drug use by students.

RISS aims to implement the policies in an integrated and coherent way as much as possible. In doing so, the focus is on both preventive or informative policies and curative policy where actions being taken are described. These policies are often integrated. Preventive policies are about creating a safe school climate where the staff and students can work and learn together, creating a safe academic and social environment which celebrates progress and success and prevents accidents or drop-outs. Curative policies are about the approach taken to solve proven problems or incidents. Here, speed of action, careful analysis of any underlying problems, clear handling of complaints and good coordination and communication with and referral to assistance are important success factors. All employees at school share the responsibility for creating a safe school climate. RISS also considers it important to

form alliances with external institutions to coordinate matters properly and to use short lines of communication. To shape both these policies, measures, protocols, procedures and regulations as guidelines have been drawn up. A list of these is included in the annex.

2.2. Definitions of undesirable behaviour

2.2.1. Aggression and violence

Aggression and violence involve both behaviour and decisions and failure to act or decide, which intentionally or unintentionally results in mental and/or physical abuse of a person or group of persons.

A person may consciously or unconsciously use aggression to harm something or someone and make their wishes clear. In aggression, feelings of fear, pain, anger and sadness play a major role, both in the aggressive person and in the other person. In the aggressive person, these negative emotions trigger the aggression, while in the other person these feelings come as a result of the aggression.

Aggression and violence are not interchangeable. Violence includes inflicting physical harm or destroying something. The term aggression is broader and includes threatening, cursing or humiliating.

2.2.2. Bullying

Bullying is the repeated exposure of one or more persons to negative actions by one or more other persons. The negative acts are structurally directed against the same person(s) and there is power imbalance.

Bullying can take many forms, for example:

- Physical bullying: hitting, kicking, pushing, pinching
- Verbal bullying: swearing, insulting, ridiculing, threatening
- Material bullying: demanding, taking away or destroying things
- Social bullying: gossiping, excluding, ignoring
- Cyberbullying: via the internet and/or mobile phone

2.2.3. Discrimination

Discriminatory behaviour concerns:

- any form of making intended or unintended but unjustified distinctions
- any exclusion
- any restriction
- and/or any preference

that aims or results in people being treated unequally or disadvantaged on the basis of characteristics that do not matter in a situation. Consider ethnicity, socio-economic

environment, gender, skin colour, sexual orientation, age, religion, disability or chronic illness, physical appearance.

2.2.4. Sexual harassment

Sexual harassment is intentional or non-intentional, sexualised attention,

- a. expressed through verbal, physical and/or non-verbal behaviour, and
- b. which is perceived as undesirable by the person undergoing that behaviour, regardless of age, gender and/or sexual preference.

If the person subjected to such behaviour is a minor student, 'sexual harassment' also includes behaviour deemed undesirable by that student's parent(s), guardian(s) or carer(s), regardless of how it is perceived by the student himself. The same applies to students with intellectual disabilities, regardless of age.

Some forms of sexual harassment are also forms of sexual abuse: fornication, sexual assault, rape. Sexual abuse is a sex offence (criminal offence), as is the possession, making, distribution and viewing of child pornography.

Forms of sexual harassment include:

- Physical: grabbing, putting arm around shoulder (without prior consent), touching breasts, buttocks, genitals, blocking someone's passage, assault, rape.
- Verbal: making sexual comments or sending sexually oriented apps or notes, asking intimate questions about someone's private life, proposing dates with the intention of having sexual contact in the process.
- Non-verbal: staring at someone for long periods of time, undressing with eyes, showing sexual images, making sexually oriented gestures.
- Digital: contact through emails, apps, internet, social media.

2.2.5. Drugs and alcohol

Alcohol and drugs are substances that stimulate the brain causing mental and physical effects occur. Most drugs are described in Dutch drug legislation, the Opium Act (e.g. heroin, cocaine, XTC, weed, hash and nitrous oxide). Some drugs have a medical purpose and are legal with a medical prescription. The possession of drugs, alcohol and/or medicines or similar substances not demonstrably in the interests of one's own health or with a prescription is not permitted, nor is dealing in/dispensing drugs, alcohol and/or these medicines. This also implies, of course, that employees and students may not appear at school under the influence of alcohol and/or drugs.

Notes

In any case, it involves the following:

- The use of hard and soft drugs, such as heroin, cocaine, cannabis, XTC, speed and magic mushrooms and behaviours related to these drugs are prohibited under the Opium Act and partly also the Commodities Act.
- Dealing in hard and soft drugs is also prohibited under the Opium Act.
- Use and possession of alcohol is governed by the Licensing and Catering Act, which also states that sale of alcohol to under-18s is prohibited.
- Smoking or using tobacco in and around public buildings, such as schools, is prohibited by the Tobacco Act. Smoking, vaping, using snus, and other forms of tobacco use are therefore not permitted in school buildings or on school grounds.
- Additionally, trading in tobacco products is not permitted in or around our schools.
- For production and/or trade of medicines used as drugs, the Medicines Act applies.

2.2.6. Vandalism

Vandalism is the deliberate destruction, damage, rendering unusable or removal of property belonging to students, teachers, staff, parents or the school without any material benefit.

Examples of forms of vandalism include:

- Prestige vandalism: vandalism because of prestige one gains from it in the group.
- Vandalism out of boredom: vandalism is seen as a means to drive away boredom.
- Vandalism out of anger or revenge: vandalism is used as a solution to a series of problems, for example to express a long-held grudge.
- Erosion vandalism: something already broken invites more destruction. The vicious cycle of pollution - destruction - pauperisation.

2.2.7. Crime

The definition of crime generally includes all behaviours, actions, acts and/or events that are punishable by law. Examples of criminal behaviour include threatening or assaulting people, breaking and entering, theft, fireworks or weapon of weapon look-alike possession or, for example, dealing drugs.

2.3. Organisation of security

2.3.1. Formal consultations

Within the Wolfert van Borselen school group, student support is organised at supra-school and school level. Two school psychologists work within the supra-school support. During supra-school consultations, social safety is an ongoing topic on the agenda. The following upper school consultation structure is used:

- Monthly consultations with central management;
- weekly mutual consultation between the upper school psychologists;
- 4 times a year upper school consultation with all support coordinators;
- 4 times a year upper school consultation with all counsellors of appropriate education;
- school psychologists participate in leadership consultation (LGO, SMW, Koers VO) within the region of the partnership.

The following consultation structure is used at site level:

- The LT meets twice weekly to ensure wellbeing (physical, social, academic) of the whole school community
- The Head of Sections meets weekly with all tutors per section to discuss student wellbeing and all concerns small or large. This enables issues to be pre-emptively identified and addressed.
- The Care and Crisis Team meets monthly or as needed. This team always consists of the Principal, Deputy Principal, Heads of Section, Counsellor, Learning Diversity Coordinator, Attendance Coordinator and School Nurse. The upper school psychologist is also part of this meeting. Other members are invited as needed.
- The Head of Learning Diversity meets with the line manager (head of FY) biweekly to discuss general protocol, student wellbeing and support offered.
- The Head of Learning Diversity also meets bi-weekly with each Head of Section to discuss specific students and support in the LD programme in each of the Sections
- The school counsellor meets with Heads of Sections bi-weekly to check in on all student and wellbeing and behavioral matters.
- The support staff and the LT meet weekly to discuss both school related activities, facilities, administrative actions as well as Health and Safety and Building related matters.
- The principal and Wolfert Facilities Manager meet (either with or without RISS Facilities manager) monthly to check on building/physical safety matters and discuss the progress regarding the physical safety matters or policies.
- The PLT (Pedagogical Leadership Team) meets six times a year. All policies and plans are discussed or offered as an aspect for discussion. The PLT consists of staff, support staff, student and parents representatives)
- The Emergency Response Team meets after evacuation drills or on average twice a year to discuss if the safety policy is still adequate in all areas, what problems have been encountered and how matters can be addressed. This team consists of all BHV trained staff members.
- The Safety Team is available for walkthroughs in the school to identify unsafe areas and especially focus on safety measures.

- The Student Leadership Team (StuLT) StuLT meets with the Student and Community Coordinators weekly. Part of their discussions are raising matters of concern and increasing student agency. Students are part of the PLT. This offers students the opportunity to present questions, raise issues or reflect on implementation of actions.

2.3.2. *Responsible/officials*

To shape the approach concerning safety, officers have been appointed within the school and foundation-wide. The tasks and responsibilities are listed below. The various roles are safeguarded within the school. There are pages in the school guide available on the [RISS website](#) with a description of all functions in the field of student support and a flowchart of exactly how to request support in school.

All stakeholders and teachers know the vision, core values, goals and rules, agreements and protocols or know where to find them. Teachers or specific office bearers ensure that they keep their knowledge and skills up-to-date. This is done both through specialist or external specialist or in-service training, participation in networks and/or following relevant developments and consultations.

Inside the school

The school has several employers who are specifically concerned with the area of maintaining safety. The Handbook [on the website](#) has a list of tasks where it can be found who these officers are.

The table below shows which security tasks are assigned to which officer.

Task	Officer
Safety contact person for safety in and around education	Principal
Security Officer	Management Assistant
BHV team/Emergency Response Team	Concierge, PE teachers, LT, Support Staff, Nurse, designated members of staff. 17 members
Nurse/Head of First Aid	School Nurse
First aid team	Nurse and all BHV trained members.
Prevention officer hazardous substances	Lab Technician / CL for Science
Prevention officer (occupational health and safety)	Wolfert Facilities Manager
Prevention officer social safety	Counsellor together with Head of Years
Care coordinator	Counsellor
Anti-bullying coordinator	Head of Foundation Years (trained)
Safeguarding Team	Principal and Counsellor
Privacy GDPR Ambassador	Management Assistant
Internal student confidant	Counsellor and Tutors

Foundation-wide

Foundation-wide, there are several officers in the field of safety. The table below shows which safety tasks are assigned to which officer and how they can be reached.

Task	Officer	Accessible via
(Policy) advisor Executive Board, all school leaders and BOOR Services on the subject of Safety. Director, coordinator, monitor and analyst in the field of integral safety.	Security advisor	veiligheid@stichtingboor.nl
The officer to whom complainants who have a complaint about the content and organisation of education, school organisation, provision of facilities and general school matters can turn with their complaint	Complaints officer	klacht@stichtingboor.nl
The external officer to whom complainants who have a complaint about undesirable behaviour, including abuse of power, sexual harassment, discriminatory behaviour, aggression, violence and bullying can turn with their complaint.	External confidant	Contact details can be found at Stichting BOOR
(Policy) advisor Executive Board, all school leaders and BOOR Services on the subject of information security. Director, coordinator, monitor and analyst in the field of information security.	CISO	security@stichtingboor.nl
(Policy) advisor to the Executive Board, all school leaders and BOOR Services on the subject of Privacy. Director, coordinator, monitor and analyst in the field of privacy.	Privacy Officer	privacy@stichtingboor.nl

3. School culture

3.1. Code of conduct and school rules

All rules at school are based on the [code of conduct](#) and the '[Sta Open](#)' course of the BOOR foundation. Basic values such as freedom of speech, mutual equality, mutual understanding and tolerance underpin how everyone communicates with each other.

3.1.1. Students

RISS has a General set of School Expectations, Restorative Practices to deal with incidents and a Formal Code of Conduct.

RISS is a school where all students and staff should feel safe, respected and fairly treated. There are two parallel approaches: Restorative Practices and a Formal Code of Conduct. The former aims at providing a greater voice to students and enabling intrinsic behavioural change. However, RISS is conscious that sometimes behaviour can be of such a nature that the school needs to take unequivocal action to protect the student population. Staff and students are expected to be aware of, and adhere to, the Staff Code of Conduct and the Student Charter available on the website.

General School expectations include the following:

- use of respectful language in school
- appropriate dress code for a respectful and healthy school environment
- hats , caps and hoodies covering the head are not worn in school as a matter of courtesy
- no chewing gum and energy drinks to be consumed in school

Clear rules of conduct are :

- Smoking/Vaping: RISS is a non-smoking or vaping school.
- Alcohol Possession or drinking of alcoholic beverages is not permitted in either campus or during school organised or endorsed outings. Students and teachers may also not be under the influence of alcohol.
- Drugs: The use of soft or hard drugs is not permitted in the school or at any school function.
- Weapons: Weapons, or items that might be considered a weapon or have a likeness to a weapon are forbidden in school.
- Vandalism: Misuse or damage to school and other people 's property is not allowed.
- Theft of any article from the school, whether of school, staff or student property is not allowed.
- Discrimination based on race, nationality, gender, appearance, sexual orientation or religion is not tolerated.

- Sexualised Behaviour including pornography, sexting, and sexual harassment, and the delivery, viewing, or sharing of such material is not tolerated.
- Bullying is not tolerated at RISS and, as a school, we are dedicated to preventing negative behaviour before it starts.
- Abusive/Violent Behaviour: Violent or abusive behaviour towards students or staff in the school or that in any way endanger the safety and wellbeing of staff and students is not tolerated.

Current approaches and expectations are included in the [RISS Handbook](#), available on the website. In addition, the school has a student statute, [The RISS Student Charter](#) which sets out the rights and obligations of students. The RISS Student Charter is also reflective of the [Wolfert Student Charter](#), available on the website.

3.1.2. **Staff**

A [code of conduct](#) applies to everyone working within the BOOR Foundation. This contains specific principles that apply to all employees. [RISS has a Staff Code of Conduct](#) which specifies behaviour expected of teachers. There is also a Staff Wellbeing Partnership document.

3.1.3. **Parents**

Parents are expected to treat students and staff of the school with respect. Moreover, they are expected to support the principles and objectives of RISS and BOOR foundation and to respect the rules of the school. At RISS home/school communication and relationships with parents is highly valued.

- Parents serve as role models.
- Parents are expected to be involved with their child and with the school, for example by attending parents' evenings.
- Parents are always informed about important matters at school. Equally, if there are events at home that are of interest, it is appreciated when parents inform school.
- Parents are encouraged to share their concerns with the school for discussion or clarification .. RISS has a clear communication flowchart for supporting communication between parents and the school.
- The tutor is a first point of contact for parents. There is a clear flowchart available in the Handbook. Parents can contact the tutor if they want information, have concerns or suggestions. In addition, parents can always contact the school management or the confidential contact persons from BOOR. .

3.2. School rules

3.2.1. *Dealing with each other*

We respect each other, each other's property and the school environment. We are jointly responsible for a good atmosphere and smooth running. We help each other where necessary. We all contribute to open communication: we solve problems by talking about them. We do not bully, threaten or ignore others. Alcohol, drugs, weapons and gambling have no place at school. There is no place for racism, discrimination and violence. We stand for a positive attitude, correct behaviour and neat language. In case of theft, destruction or violence, we report it to the police. Consistent and serious inappropriate behaviour or choices that either fail to be or cannot be addressed via Restorative Practices or other school and parental efforts such as counselling, will lead to the Leadership Team taking decisive action. Decisions and steps taken will be formally communicated to parents/guardians and the student. This means that there will be occasions where drastic steps will be taken such as suspensions and exclusions. The safety, health and wellbeing of the wider school community is paramount. In such instances, formal measures will be undertaken to protect the school community and official letters will be sent to parents, students and the relevant authorities. NB: CCTV camera footage will be used if necessary.

In serious incidents, the school files a police report. We abide by the RISS rules of conduct and speak to others if they fail to do so.

3.2.2. *Aggression and violence*

Threats, aggression, discrimination and (sexual) harassment often have far-reaching consequences for students, staff and parents, both physical in the case of an injury, but also psychological if one has been a victim of aggression or violence. Threats, aggression, discrimination and (sexual) harassment by students, parents and staff in any form is not accepted. Students whose behaviour is violent or language is abusive towards students or staff in the school or who in any way endanger the safety and wellbeing of staff and students, will be suspended with immediate effect from the school. The parents/guardians of any student involved in any such incidents will be brought to the school to discuss ways to deal with the behaviour. Any repetition of such incidents by the student may lead to the student being directed to seek an alternative school. The school reserves the right to contact the police. NB: CCTV camera footage will be used if necessary.

3.2.3. *Sexual harassment*

Sexual harassment or inappropriate behavior is explicitly mentioned as in the [Boor Complaints Procedure](#). The school takes seriously the obligation to protect the student population from inappropriate sexual material, including pornography, sexting, and sexual harassment. The delivery, viewing, or sharing of such material will be viewed as serious and the individual may face an investigation and potential suspension. Parents will always be contacted. Depending on the situation, the Care and Crisis Team, Safety Team and appropriate external agencies, may need to be involved.

Every employee is obliged to report indications or suspicion of sexual harassment/sexual violence between employee(s) and student(s) or between student(s) or employee(s) to one of the internal or external confidential advisers or to the manager. We call this the Sexual Offences Reporting Obligation: [Meldplicht](#)

Furthermore RISS has a [Safeguarding Policy](#) which is checked yearly and which delineates tasks and responsibilities with regards to Child Safety and Protection in detail.

The confidant/child protection lead and counsellor must exercise restraint and care when sharing information entrusted to them by virtue of their position. The obligation of restraint does not apply:

- a. if and to the extent that the proper performance of duties reasonably requires another person or body to be informed of certain information;
- b. solicited and unsolicited in relation to the fellow confidant;
- c. vis-à-vis the complaints committee in the context of proceedings before it;
- d. towards the competent authority, the trust inspector, police and justice officials and the courts in case of a sexual offence, including indications of as well as reasonable suspicion of such an offence.

3.2.4. *Smoking and vaping*

RISS is a non-smoking school. Students, teachers, and visitors are not permitted to smoke or vape on the school premises (it is against governmental regulations) or in the close vicinity of the school. If a student is caught smoking or vaping on the school terrain, their parents will be informed, outlining the school rules and expectations. Repeated offences will be treated as a breach of the school vision and mission and an official suspension may be given.

3.2.5. *Alcohol and drugs*

The school supports the Rotterdam standard 'Talent development does not go hand in hand with substance use' ([Prevention and Enforcement Plan Alcohol & other Drugs 2023-2027 of the municipality of Rotterdam](#)).

Possession or drinking of alcoholic beverages is not permitted in either campus or during school organised or endorsed outings, unless during a school social event organised and authorised by the Leadership Team and the PTA in consultation with the administration, and then for over-18s only. The breaking of this rule is a serious breach of RISS school values, mission and vision, and will result in an immediate suspension or exclusion. The use of soft or hard drugs is not permitted in the school or at any school function or activity internally or externally organised and led by the school. Any student caught with, under the influence of, or suspected of being in possession of drugs will be suspended with immediate effect and the parents informed. The school reserves the right to contact the police. Depending on the circumstances, the Leadership Team may seek to exclude the student(s) permanently

RISS and all the school activities involving only students are therefore alcohol- and drug-free.

3.3. Sanctions policy

3.3.1. Students

The RISS Student Charter student statute contains some of the school's penal powers. Rules regarding suspension and expulsion can be found in the education laws, the student statute and the school guide, [RISS Handbook](#)

Reception and aftercare sent out students

If a student is removed from class for inappropriate behaviour, RISS follows the following protocols:

During lessons and breaks

A student will only be sent out of a class for a **serious breach of discipline** or continued disruption. If this happens, the student will sit at a desk immediately outside the classroom and will work on assignments set by the teacher. The class teacher will monitor the student and the student will report back to the teacher for further instructions at the end of the lesson period. Such an incident will be reported to the student's tutor and a note made in Magister (logbook).

When a **very serious breach of discipline** occurs, the class teacher will direct the student to report immediately to the appropriate Head of Section, with assigned work. If they are unavailable, the student will report to another member of the Leadership Team who will supervise and a note will be placed in Magister. In these circumstances, the student will also report back to the teacher for further instructions at the end of the lesson period. The teacher will later discuss the incident with the Head of Section/Deputy Principal and they will jointly decide on actions to be taken. Such an

incident will be reported to the student's tutor, who will inform parents/guardians, Head of Section/Deputy Principal and the Principal.

Students can be suspended for one day in some concerning but less serious cases of inappropriate behavior. Parents will be notified, schoolwork to be done at home supplied and a reintegration meeting planned on return to school the next day. This gives the student and school the opportunity to reflect and re-calibrate expectations and behaviour.

For more serious cases students may be suspended for up to five days. Parents will be informed, schoolwork supplied to enable the student to continue learning and a reintegration meeting planned with the student, parents and Head of Section. This gives more time for reflection, cooling down or the gathering of evidence and viewpoints. Such a suspension will be reported to the relevant school, school group authorities and the ISD.

The "Student Charter" is available on the website for further details about Students' Rights and Responsibilities.

The line of responsibility for behavioural issues and communication is as follows:

1. Subject teacher or tutor
2. Tutor
3. Head of Section
4. Principal
5. External

In all events above it is expected that parents should be informed and, where necessary, invited to school.

In extreme cases:

An immediate suspension in consultation with the Head of Section and Principal
Exclusion in consultation with the Leadership Team, Crisis Team, parents and external agencies can be started. In this case, an alternative school in consultation with the Leadership Team, external agencies and parents will be investigated.

3.3.2. Staff

The sanctions policy for employees is regulated at board level in:

- [BOOR Code of conduct](#)
- [BOOR Protocol alcohol and drugs policy](#)

- [CAO \(translated version can be found on the school website\)](#)

3.3.3. **Parents or external stakeholders**

If a parent (or other external stakeholder) does not adhere to the behaviour standards and behaves aggressively, the following action will be taken: an employee calls a member of school management as soon as possible. If no supervisor is present, support is called in from another staff member. If the situation requires an immediate emergency report, the staff member calls 112.

- A 'time out' may be requested by either party to allow a situation to cool down.
- In case of persistent aggression and/or disrespectful behaviour, the parent will be denied access to the school. A parent is committing classroom trespassing if a staff member has to tell them twice to leave the school premises. . Article 139 of the Penal Code would be invoked, which describes local trespass as:

He who unlawfully enters a premises intended for public service, or, unlawfully remaining there, does not immediately remove himself at the request of the competent official, shall be punished with imprisonment not exceeding three months or a fine of the third category.

- If upon repeated refusal, the parent does not leave, the police will be called. This means that a report of local trespassing is then also officially filed.

Parental/Guardian Code of Conduct

The purpose of these expectations is to remind all parents, carers, and visitors about the expected conduct at the RISS campus. RISS strives to create a safe and inclusive environment for all members of its community. By following this code, the school, teachers, students, and parents can work together in an atmosphere of mutual respect and understanding.

The school expects parents to:

1. Understand that parents and teachers need to work together for the benefit of the children.
2. Treat children, their families, teachers, and staff members with respect, regardless of their ethnicity, socio-economic environment, gender, skin colour, sexual orientation, age, religion, disability or chronic illness, physical appearance.
3. Address issues directly and discreetly in a respectful manner, involving only relevant teachers, staff members, or parents, following the chain of communication.
4. Seek to clarify a child's version of events with the school's perspective in order to find a peaceful resolution to any issue.

5. Support each other, provide solutions, and share ideas for ongoing issues.
6. Treat confidential information as such.
7. Refrain from engaging in any form of verbal or written communication, including social media, that could reasonably be viewed as intimidation, harassment, slander, defamation, abuse, or bullying towards the school or any member of the school community.
8. Clearly identify themselves in email messages and, if appropriate, provide the name of their child. This is particularly important when the surnames of the child and parent are not the same.
9. Consider whether a meeting would be more appropriate depending on the situation.

Meetings with staff will be immediately terminated and not rescheduled if parents:

- Shout during meetings.
- Use inappropriate language.
- Display threatening behaviour or imply threats of harm or ill-will.
- Insult staff.

Consequences if these behaviours continue:

Teaching staff reserve the right to not hold meetings (in-person or online), and all pertinent information will be emailed to parents instead.

Members of the school leadership team will participate in meetings to ensure the safety and wellbeing of all involved.

By adhering to these guidelines, a positive and collaborative relationship between the school and parents can be fostered, creating the best possible educational environment for RISS students.

3.4. Privacy policy

The current [privacy statement](#) of the BOOR foundation states how personal data is handled within the foundation. In addition, the school has taken measures on how privacy-sensitive information is handled. RISS has a GDPR [Data Protection Policy](#) and ample [posters reminding staff of GDPR approaches](#) are present in the school.



3.4.1. Confidential documents

Confidential documents are not left unattended and are put away in a drawer or cabinet (lockable if necessary).

3.4.2. Secure disposal of sensitive documents

Locked rolling containers are used to dispose of confidential documents. Confidential documents are not kept longer than strictly necessary.

3.4.3. Digital system

The use of information and data is increasing day by day, and with it the related threats, such as unauthorised access, unintentional modification or destruction of information data. In order to protect information and data against these threats, among others, and to ensure that all processes within the BOOR Foundation and the Wolfert van Borselen School Group function properly, BOOR has a clear and transparent Information Security Policy. With this, information security is process-oriented and gives the BOOR Foundation and the Wolfert School Group a grip on risks and implementation of correct measures. RISS has a dedicated member of staff who supports, reports and helps compliance with Data Protection.

BOOR Foundation also has a selection list containing the retention periods for various categories of personal data. This can be requested via security@stichtingboor.nl. Internal reports should be submitted via privacy@wolfert.nl.

3.5. Serious incidents, reporting policy

Besides the accidents that may occur, there may also be incidents due to aggression and/or violence (physical, mental, sexual). The school has a [protocol](#) explained in the Handbook regarding the expectations of staff and students in case of serious incidents. Depending on the incident and any confidentiality required, school management, staff, students, MR and the Executive Board may be informed. If a student is involved, the parents are always informed.

When the situation calls for it, the school provides an overview of the various options of reporting, reporting and/or consulting the neighbourhood police officer (the neighbourhood police officer will help find an appropriate follow-up/solution).

The school and/or the school board always makes a conscious decision about making (formal) reports and/or reporting offences.

3.6. Damage recovery and recovery-oriented work

The school building must remain clean, whole and safe. Tools and materials of the school and of staff members must also be well cared for. The school management takes action against employees and students who do not comply with this provision. If

violating the rule entails repair costs, the school will recover them from the staff member, student or their parents.

4. Quality assurance safety

4.1. Incident registration

Anonymous registration of all incidents (accidents and cases of aggression, violence, (information) security incidents, etc.) takes place. Information security incidents are reported to the CISO of stichting BOOR. Every week, all incidents other than serious accidents are discussed in the Tutor/ Head of Section and LT meetings. If necessary the Care and Crisis Team or Student Protection Team is convened. Registration of all incidents take place in the Incident registration and logbook in Magister [\(if related to a student\)](#)

4.2. (Labour) accident registration

The school is required by law to report certain accidents to the Labour Inspectorate where necessary.. Everyone in RISS has a responsibility to report to the Security Officer and/or Nurse when an accident has occurred. The school keeps a list of reported (workplace) accidents and those that resulted in an absence of more than three working days. One also notes the nature and date of the accident (Article 9(2) of the Working Conditions Act).

If a first-aider or nurse has rendered assistance to a student or employee, they complete a limited registration form detailing the nature of the accident, the assistance provided and any hospital or doctor's involvement in the Incident Registration. If it concerns an accident at work involving employees and has resulted in hospitalisation, permanent injury or absence of more than three working days, [a report form for the benefit of the Labour Inspectorate](#) is completed and the Executive Board of the BOOR Foundation is informed.

4.3. Student safety monitor

Satisfaction surveys are conducted annually among students, parents and staff (biannually) in which, among other things, questions about social safety at school are completed. The results of these surveys are discussed with teachers and students. RISS currently uses the CIS Community Survey in order to obtain longitudinal data.

Recording incidents contributes to safety at our school. Consistent recording provides (better) insight into the safety situation and enables us to act effectively when incidents occur and (better) prevent them. RISS has an incident register, used in conjunction to Magistr Logbook entries

The results of the satisfaction surveys and incident registration are evaluated at least once a year in the school management and in the MR and, if necessary, measures are taken on the basis of this evaluation.

4.4. Safety analysis

Within school, the incident registration, accident registration and safety monitor are evaluated annually in conjunction by the school management to see whether action is needed to prevent certain incidents or situations in the future. Any actions are made SMART (Specific, Measurable, Achievable, Relevant and Time Bound). If necessary, a certified safety expert for advice is consulted. In the PE section, all regulations are taken into account, unfortunately incidents in sports and games cannot always be prevented. RISS has a Security Team which walks the building at least twice in the year and preemptively looks at accident hotspots.

4.5. Protocols/regulations

BOOR Foundation and RISS have various regulations/protocols that describe the preventive measures taken to ensure the safety of students and staff and prevent unsafe situations. A list of protocols is included in Annex 1.

5. Physical security

5.1. RI&E

As part of the Working Conditions Act, the school carries out a Risk Inventory and Evaluation (RI&E). The RI&E is an inventory and evaluation of dangers and risks in the field of physical and social safety. If risks are encountered based on the results, a plan of action is drawn up. This plan is periodically reviewed and improved.

Evaluation form	Who	About which	When
The RI&E	Head of school group facilities and site director	Updated and adjust plan of action if necessary	Annually in September
Major consultation on overall state of security policy	Head of school group facilities, site facilities manager and site director	The policy pursued and whether the material used needs adjustment and the state of play with regard to the action plan.	Annually in June
The summary of recorded accidents and incidents.	School management and site facilities manager	What incidents and ways to prevent them	Twice a year or more if needed.
The results of annual student survey	School management and CIS survey	Opportunities are identified and areas of concern addressed.	Annually in May
Short/medium and long-term sickness absence rate employees	School management and HR adviser	If necessary - in consultation with upper school HR adviser or not - find out cause of increase.	Once a quarter

5.1.1. Plan of action

Further to the above evaluations, the school safety plan is evaluated annually at the start of the new school year by the Head of Facilities School Group, site facilities manager and site director and adjusted if necessary. Pertinent School Health and Safety Activities (like BHV training) are structurally a part of the SIP.

5.2. Building security

The school meets the building safety requirements set by law. For fire and escape route safety, the Rotterdam municipality is the enforcing authority. The municipality or fire brigade arranges periodic inspections for this purpose. Evacuation drills are compulsory and are conducted annually. Reports are made after every drill, (see [here](#))

for an example of 2024/2025) and the Emergency Response Team reflects on the drill. The RISS [Emergency Evacuation and Lockdown Procedures](#) are available on the Website

5.2.1. *Building inspection school building*

The school meets the building requirements set for school buildings. This applies to the interior and exterior of the building. This includes the practical science classrooms, where potentially hazardous substances are used.

No materials may be stacked or stored in escape routes such as corridors and stairwells. Walkways are kept free of obstacles and obstructions. Accessibility for fire brigade, police, ambulance personnel, etc. is guaranteed at all times.

The school has a monitoring system that includes regular inspections and assessments of the school premises. The team of support staff oversees and manages this process and works collaboratively with stakeholders to ensure the premises are maintained, safe and clean for its users. Yearly checks are conducted by the local fire department to ensure safety of the buildings and premises.

The school has a nurse on staff who is a trained First Response trainer, allowing the staff to be first-aid trained in house. These yearly first-aid training sessions are provided continuously, to ensure all staff will be trained or retrained on first aid every two years.

The school has implemented a system where all issues related to premises or facilities are shared with the facilities manager to promptly address these issues. There is a dedicated facilities email address (wrfacilities@wolfert.nl) to report matters. The maintenance staff is responsible for conducting regular upkeep tasks. Weekly meetings with support staff and the leadership team (Facilities, Events and Health and Safety are standard heading in the discussions) are conducted to stay on top of the necessary tasks in the school. Monthly meetings are held with all Wolfert facilities staff to ensure strategic planning and organisation of everything related to maintenance, safety and school premise on a Wolfert wide level.

The school is diligently maintained and kept clean. Both campuses undergo daily cleaning throughout the day, and in the evening. The cleaners ensure that the toilets are cleaned twice a day, and during breaks, they clear the corridors and aula of any litter. Students are actively encouraged to adopt sustainable practices, and their role in this aspect is highlighted through posters created by them in RISS Reach lessons, strategically placed bins for rubbish and plastics, and reminders to dispose of waste appropriately. RISS firmly believes that everyone, including students, plays a crucial role, and this message is reinforced through the pastoral provision, communications with parents, and the School Handbook.

5.2.2. Emergency Response Team

The school has an in-house Emergency Response Team (BHV Officers). They come into action in case of fire, evacuation or other emergencies. The members of the Emergency Response Team have been trained for their duties and are retrained annually. Additionally the school has an Emergency Response Whatsapp Group. In addition to the Emergency Response Team, all teachers are offered First Aid Training by the school nurse, a trained practitioner.

The PE teachers are all qualified first aiders and are part of the Emergency Evacuation Team. Accidents during PE lessons cannot always be prevented, but the school tries to reduce the risks of accidents as much as possible.

5.2.3. Evacuation plan

The Emergency Response Team includes First Aid Trained Officers. Every year the Emergency Evacuation and Lockdown Procedures are described and discussed in every Tutor Class. The various tutor classes first do a walk through. RISS then has an announced evacuation drill during tutor class. Finally, an unannounced evacuation drill is held annually.

The process looks like this:

1. Walkthrough with tutors
2. Announced Fire Drill
3. Unannounced Fire Drill

After every drill, a report is made, and the Emergency Evacuation Team discusses the drill and looks for feedback and aspects to improve. Lockdown procedures are discussed but not practiced, especially not unannounced. Safety instructions on how to act in case of emergencies hang in every room in the building.

5.2.4. Fire safety

The school has rules regarding fire safety according to government guidelines.

Purpose of these rules:

- preventing fire and limiting the spread of fire;
- limit smoke development and the spread of smoke;
- be able to flee safely and quickly;
- Prevention and reduction of accidents;
- fighting fire.

New staff are informed of building-specific safety approaches, including the importance of keeping escape routes clear and explanation of how fire and smoke barriers work in the building. Time is allocated for this during the new staff induction days.

5.2.5. *Gymnasium equipment inspection*

Equipment in the gymnasium must comply with the Attractions and Play Equipment Act Decree. The school must provide approved equipment. This is ensured through periodic inspection and maintenance.

5.2.6 *Science Department Safety Plan and Processes*

The science department has a document, [The RISS Science Department Safety Policy](#) with description of expected behaviour of teachers and students in the science labs and listing of the safety procedures.

5.3. *Supervision and guidance*

5.3.1. *Physical access*

For specific (office) areas containing sensitive information, or IT components, the school has identified and implemented physical security measures in line with organisational requirements. Thus, access to information and rooms are appropriately restricted and it is ensured that risks related to theft, fire, smoke or water, among others, are effectively prevented, detected and mitigated. Access to these rooms is justified, authorised, recorded and monitored. This applies to all persons entering the rooms, including employees, temporary staff, students, suppliers, visitors or any other third party.

The status of measures not yet implemented is reported periodically to the board/ CISO. When moving or remodelling, physical security is included in the design based on a risk analysis.

5.3.2. *In the school building*

Supervision can help prevent incidents and promote effective action. Effective supervision is vital for students' sense of safety and a pleasant learning environment. Every staff member at school has a supervisory role from his or her position, both inside and outside lessons. Teachers sign up for a break supervision at the beginning of the year. When a teacher is absent the expectation is to find a replacement themselves in a swap

The school is only open to students and staff. All other visitors must report to reception, sign in to the school and wear a visitor's badge visible around their neck in school. This process has been implemented to control and monitor all accesses to physical environments, recording all visitors, including suppliers and maintenance staff. The school has taken measures to ensure safety:

- Supervision at entrances and bicycle parking.

- Access doors and gates where direct supervision is not possible are locked.
- The school front doors have locks and keys, but all other doors in school work with cards. Access to specific rooms and areas can be centrally managed, controlled and checked. The concierge manages the keys and key plan.
- The school is equipped with a burglar alarm. The concierge keeps track of which persons can activate and deactivate the alarm. The opening and closing of the school is done under their responsibility.
- There is camera surveillance inside and around the school (this is subject to the [camera surveillance policy](#)).
- Locker and/or bag check: The school reserves the right to check lockers and/or bags without prior notice in certain cases.

Procedures are established and followed to allow, restrict and withdraw access to critical areas according to school needs, including emergency access. Adequate security measures (such as card-key access system, et cetera) are used to restrict physical access to rooms containing important information (systems).

At least two staff members are always present during evening activities organised by the school. The school ensures that there are members trained in First Aid and evacuation procedures.

When staff are present in the building on days when the school is closed, they ensure that there are preferably at least two of them and that they also leave and lock the premises together.

5.3.3. *The school's environment*

The school has a duty to keep schoolyards, owned by the school and/or the school board, clean and makes students and students aware of the importance of a clean school environment.

The school is aware of possible nuisance, vandalism and crime by and from students/students in the school's immediate (residential) area and, where nuisance, vandalism and/or crime occurs, makes a contribution to preventing and combating it to the best of its ability.

Effective measures are in place to prevent, detect and stop threats and unauthorised access to property and buildings or the taking of equipment or data carriers.

5.3.4. During breaks

PLEASE SIGN UP FOR TWO DUTIES. IF PART-TIME SEE LPL. JUST ADD YOUR CODE.
IF THE SHEET IS FULL, PLEASE ADD YOUR INITIALS AS A SECOND TEACHER IN A TIME SLOT, WITH PRIORITY AT THE JC

Junior Campus

Week	MORNING BREAK [AULA] Please keep a quick look in the Roof Top area, however main area is the Aula	MORNING BREAK - Floor Corridors and back of the building	MORNING BREAK - FRONT HALL/LOBBY/DOOR Monitor area	MORNING BREAK - OUTSIDE Supervision. If no students going out, please walk the building specially the Aula area and corridor.	LUNCH BREAK [AULA] Please keep a quick look in the Roof Top area, however main area is the Aula	LUNCH BREAK - Floor Corridors and back of the building	LUNCH BREAK - FRONT HALL/LOBBY/DOOR Monitor area	LUNCH BREAK [OUTSIDE Supervision] If no students going out, please walk the building specially the Aula area and corridor.
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Senior Campus

Week	MORNING BREAK (Canteen and Balcony Top Floor)	MORNING BREAK (Corridors and ORC)	ROVING EYE OUTSIDE AND INSIDE	LUNCH BREAK (Canteen and Balcony Top)	LUNCH BREAK (Corridors and ORC)
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Outside

Teachers sign up for break duty at the beginning of the year. There are designated areas to be watched. During this time teachers keep an eye out on the safety of students. When a teacher is absent they are requested to find a replacement .

5.3.5. Extracurricular activities

When extracurricular activities are organised by the school, such as a school trip or sports activity, the school provides adequate supervision because, as a school, RISS is responsible for the safety of the students involved. One supervisory teacher is required per 15 students.

Trip Request Process

Before any trip a [RISK assessment](#) must be made and signed off on.

A [Permission form](#) must be completed by every parent /guardian

5.3.6. School parties

School staff are always present at school parties as a point of contact for parents and students and to supervise.

6. External cooperation

6.1. Vision of parents as partners

For student social safety, it is important that RISS works with parents to ensure a positive climate around students. This involves general issues such as values and norms at school and at home. Within these aspects the school values are central to who who are and how we act towards each other. It is important that parents and the school act as partners, talk to each other and continue to work together to counter the development of cross-border, undesirable behaviour and make them aware of it. Individual moments of contact are very important to build a relationship of trust with parents and exchange information about the student (the teacher about the student in class and the parents about their child in the home situation).

Parent participation gives the school an open atmosphere with many contacts between parents and school. Parents can influence school events, which is stimulating for their child. We have a parents' council and parents can sit on the participation council.

6.2. Formal participation

6.2.1. *MR*

At least once a year, following the satisfaction surveys and the incident registration, physical and social safety at school is evaluated in the PLT.

6.2.2. *Student Council*

The Student Leadership Team (StuLT) meets every week on Thursday afternoon with the Student and Community Coordinator. During the PLT meetings, about six times a year) the students have the opportunity to discuss matters of concern or interest with the PLT and vice versa.

6.3. Informal participation

6.3.1. *Parent Council (PTA)*

The PTA is encouraged to meet once a month. See the [PTA section](#) on the website. A parent representative from the PTA is invited to be part of the PLT council. The PLT acts as a sounding board for the school management and the parents' section of the MR. Through the weekly Bulletin, parents are invited to voice their opinions, concerns and ideas. The focus of the PTA is the following:

- connecting with parents and teachers,
- contributing to the development of the Teaching and Learning Policy and projects,

- being involved in the recruitment process of heads of academic programmes,
- creating new social contacts and increase chances of job opportunities for trailing spouses,
- having the opportunity to learn new skills and discover new hobbies or passions,
- experiencing the joy of volunteering and connecting with people who strive to make positive change.

The PTA manages the fund formed by an annual parental contribution. This is used to facilitate or support school events or activities.

6.4. Cooperation with stakeholders/external partners

Consultation with the competent authority of the BOOR foundation takes place through upper-school meetings with representatives of all schools (for secondary education or also of the other sectors) falling under the authority. These consultations take place frequently in meetings of the rectors' consultations, the sector consultations, the board of school leaders (cvs), the committees of the cvs and the management group of the BOOR foundation. The safety policy is structurally on the agenda at least once a year at the CVs; if desired, it can also be discussed at other times. It also appears on the agenda upon request during the monthly bilateral consultation between the rector and a member of the Executive Board and during the six-monthly P&C meeting between the rectors and the Executive Board.

The school support team (Care and Crisis Team) has internal and external participants and meets monthly and on an ad hoc basis as required. For the approaches to support and external partners see both the Child Protection and Safeguarding Policy and the Learning Diversity Policy.

6.4.1. Cooperation with the police

The 'Safety in and around education' covenant sets out agreements on cooperation between schools and the police:

- The school makes every effort to prevent criminal acts, nuisance and other attacks on safety in and around the school. It discusses issues with students/students, teaching staff and, if relevant, with parents. For this purpose, the school may liaise with (safety) partners. The school's contact person/safety coordinator can, if the situation so requires, consult periodically with the designated contact person/neighbourhood police officer. Together, they examine whether (additional) measures are necessary.

- When the situation calls for it, the school provides an overview of the various options of reporting, reporting and/or consulting the neighbourhood police officer (the neighbourhood police officer will help find an appropriate follow-up/solution).
- The school may ask the police to be present in the background during preventive checks, for example on weapons possession or fireworks. The police have a responsibility the moment there is talk (or suspicion) of illegal possession of weapons, for example.
- The school shall cooperate with measures deemed necessary by the police in the enforcement of laws and regulations and public order around the school.

6.4.2. *Safe Home*

In case of signals of domestic violence, the school's [Student Protection Team](#) reports to the Crisis Intervention Team (CIT) or Veilig Thuis (Reporting Code). The school reports in the SISA system and cooperates in a comprehensive approach to youth 0-23.

6.4.3. *Leerplicht*

The school has an active absence policy in accordance with applicable laws, regulations, protocols and agreements. Absenteeism is registered and is followed up as required. The compulsory attendance officer (leerplichtambtenaar) or the “Regionaal Meld- en Coördinatiepunt Rotterdam-consulent (RMC)” handles the absenteeism report in coordination with the school. The school can also involve the compulsory attendance officer (leerplichtambtenaar) preventively with a student who is frequently absent to seek advice.

6.4.4. *Conversations/collaboration with external partners*

Partner	Via	When
Account manager municipality	via Wolfert Management	...
District/youth officer	Head of Counselling	on demand
Fire brigade	Facilities Manager/ Management Assistant	on demand
Compulsory education officer	Attendance Officer	on demand
School social work	Counsellor	on demand
School nurse	School Nurse	on demand
Care Desk Koers VO	Head of Counselling	on demand
Educational care facilities	Head of Counselling/Team Leader as necessary	on demand
The competent authority (BOOR foundation board)	via representatives from the school	on demand, and through semi-annual P&C meetings
GGD	School Nurse/Counsellor	on demand

Wijkteam	Head of Counselling	on demand
Youth & Family Centre	School Nurse/Head of Counselling	on demand
Youth care	Head of Counselling	on demand
Internship companies	...	...

7. Information, education and training

7.1. General

It is important that information is not a one-way street, where staff are only informed about the policy. The safety policy is a joint responsibility of school management, teachers, support staff, the participation council, parents, students and the competent authority. However, the initiative will mostly lie with the school management and support staff. All aspects of the safety policy are discussed with and submitted to the Staff and PLT for approval.

This school safety plan and all related protocols can be accessed via the school's website and/or the competent authority (see list attached).

7.2. Students

RISS has an inquiry and concept based approach to teaching. The approaches to Teaching and Learning are described in the [High Quality Teaching and Learning Policy](#). Furthermore to ensure that all students have ample time to lead a balance and safe life, RISS adheres to a clear set of [Homework Guidelines](#).

New students are invited to school one day prior to returning students for a clear induction day. During this day and the week of induction activities adequate time is spent on adjustment, safety and housekeeping aspects, including the most important aspects concerning school safety. Safety aspects are also regularly discussed during tutor lessons.

The four school values: Respect, Relationship, Responsibility and Courage are the mainstays within which RISS manages aspects of citizenship, inclusion and equality. In addition, the school organises information and lessons aimed at social and physical safety for all years

In addition, the school organises information and lessons aimed at social and physical safety for all years.

Grade 6 (11 - 12 years)

“Journey” is the Grade 6 pastoral programme designed to support students with their transition to secondary school and adjustment to a new learning environment. The programme covers topics such as identity, boundaries, emotions, and safety procedures at school.

Grade 7 (12 - 13 years)

Expedition is the grade 7 pastoral programme designed to support students with a more investigative approach, now that students have settled into secondary school. The programme covers topics such as actions and consequences and embracing difference and students continue with the safety procedures focus at school.

Grade 8 (13 - 14 years)

Odyssey is the grade 8 pastoral programme and is designed to transition students into the next phase of secondary school, choosing subjects for the IGCSE programme and transitioning to the Middle Years.

Students continue developing their planning and organisation and study skills as their workload increases and in preparation for the Middle Years. Safety procedures at school continue to be covered and are regularly addressed with students.

Grade 9-10 (14-16 years)

- The Grade 9 tutorial programme is designed to support students as they navigate areas of personal growth and development, with a focus on character and identity, relationships, mental health and wellbeing, DEIJ (Diversity, Equity, Inclusion, and Justice) and digital citizenship. Students engage in weekly activities and discussions that help them explore who they are, build relationships and develop emotional resilience to manage their academic and personal challenges. During the year, students start exploring higher education and career pathways.
- The Grade 10 tutorial programme equips students with knowledge, skills and mindset needed for their final IGCSE year and the transition into Senior Years. Students explore practical strategies for maintaining a healthy lifestyle and managing academic demands. Students are taught effective strategies on study habits, goal setting and time management. Students are also supported in their ongoing future planning regarding higher education and careers.

Grade 11 (16 - 17 years)

- Mentoring lessons focusing on higher education, academic integrity, wellbeing, safety, sexual and health education, personal development, intercultural understanding, effective communication, thinking processes, and applied ethics.

Grade 12 (17 - 18 years)

- Mentoring lessons focusing on higher education, academic integrity, wellbeing, personal development, intercultural understanding, effective communication, thinking processes, and applied ethics.

7.3. Staff

Staff are kept informed on current developments regarding safety in the weekly staff letter, the weekly staff meeting and the Notices. RISS has a Staff WellBeing Partnership to ensure staff are safe and supported: physically and emotionally.

New employees are briefed on all aspects of safety policy during the induction programme before the start of the new school year. There are two time slots devoted to this aspect of safety.

Wednesday, August 27, 2025 (New staff and interns)	09:00 - 10:00	Handout laptops, Access to accounts etc.	Martin to give laptops out, login info	JC Staffroom	Prowise from JC Conference Room in the Staff room
	10:00 - 11:00	Keys & Health, Safety & Emergency Procedures	Sarah	JC Staffroom	Prowise from JC Conference Room in the Staff room
	11:00 - 11:15	Break	Tea/coffee	JC Staffroom	Marsina
	11:15 - 12:00	Printing, Photocopying, reimbursing, IT needs, Magister access, trips and various forms, RISS Notices, Bulletin	Sarah will explain how it works.	JC Staffroom	Prowise from JC Conference Room in the Staff room
	12:00 - 13:00	Magister training for new staff members	Paul Alberts: Basics,	JC Staffroom	Prowise from JC Conference Room in the Staff room
	13:00 - 13:45	Lunch (New Staff, Support Staff, LT)	Marsina	JC Aula	
	13:45 - 15:00	Attendance & Magister	Marloes, Scarett and Elissa	JC Staffroom	New teaching staff please have laptop and make sure you can log
	15:00 - 15:30	StuLT	Tineke	JC Staffroom	TMY to let new teachers and Tutors know about our STULT.

During PD days topics of health and wellbeing are regularly on the programme.

7.4. Parents

RISS keeps parents informed about matters of safety, health . academic and social emotional health in the following ways:

Back to School evening at the beginning of the year for the whole school

RISS Handbook: a physical copy is sent home with every child. This clearly explains the whole approach to a safe, responsible and harmonious school.

Parent Meetups: a variety of meetups are held on topics relevant to parents: the contents vary yearly but in the past year and planned for the coming year RISS has held the following Meetups: Social Media, Sex and Relationship Social Meetup, Social Media Awareness Meetup, Development of the Teenage Brain, Executive Functioning and Stress

The weekly bulletin also covers specific topics such as vaping, vaccinations etc, not only practical academic and activity aspects.

Annex 1: list of protocols/regulations

BOOR Foundation

1. Personal data retention periods (available at) security@stichtingboor.nl
2. [Code of conduct](#)
3. [Complaints scheme](#)³
4. [Whistleblower scheme](#)
5. [Reporting code for domestic violence and child abuse](#) (central government)
6. [Privacy statement BOOR Foundation](#)
7. Alcohol and drug policy employees
8. Protocol for Medical Practice and Medication Dispensing (VO)
9. Camera surveillance policy

RISS School Policies

All RISS Policies can be found on the [Website](#)

1. Academic Integrity Policy
2. Acceptable Use of Technology
3. Admissions Policy
4. Anti-Bullying Policy
5. Assessment Policy
6. Attendance Policy
7. Child Protection and Safeguarding Policy
8. Data Protection Policy
9. Drug Policy
10. Emergency and Evacuation and Lockdown procedures
11. Homework Guidelines
12. Language Policy
13. Learning Diversity Policy
14. Crisis and Emergency Plan
15. Learning Technology Plan
16. Mobile Phone Policy
17. Bullying protocol
18. PTA Regulations
19. Recruitment Policy
20. RISS Handbook (updated yearly)
21. RISS High Quality Teaching and Learning Policy

³ The BOOR Foundation's complaints procedure and code of conduct set out the rules and course of action for undesirable behaviour (including aggression and violence, discrimination and sexual harassment).

22. RISS Student Charter
23. Staff Code of Conduct
24. Staff Wellbeing Partnership
25. Strategic Plan 2022 - 2026
26. [RISS Science Department Safety Policy](#) is not found on the website, but is a responsive living document used by the science team.

Annex 2: list of officers

A current list of all officers can be found on the [Handbook and the Emergency Evacuation Protocol](#)

Annex 3: Safe school checklist

The checklist below is used in the Safe School Rotterdam certification process. Schools can use this checklist to check whether their safety policy is in order (in practice). The checklist is based on the format of a safety plan according to SAFE. The letters of SAFE stand for School Culture, Attractive Education, Physical Safety and External Cooperation. This is also how this school safety plan is structured. The eight safety recommendations of VPTO (Safe Public Task Education) of the Ministry of Education, Culture and Science are also included, as are the Rotterdam key points (see 2.1.1.).

In this checklist, the items that are required by law and that schools must therefore comply with are indicated by the letter **V**. In addition, the items that derive directly from the Rotterdam Key Points, and which Rotterdam schools are expected to meet, are marked with an **R**.

The other items are desirable and belong in a good school safety plan.

No.	Subject	OK	Needs attention	Not in order	Notes
1.	General				
	Point of contact location in terms of safety				
2.	Vision, policy and organisation				
2.1	<i>Vision of school safety.</i>				
2.1	The vision speaks of an <i>integrated</i> approach to security.				
2.1	Rotterdam's key points are included in this vision:				
R	- Respectful behaviour - Attitude towards drugs and alcohol				

	- Internal/external and parental cooperation in cases of transgressive behaviour				
2.2	The school has unambiguous definitions for different types of incidents. These are included in the safety plan. - aggression and violence - bullying - discrimination - sexual harassment - drugs and alcohol - vandalism - crime				
2.3	<i>Organisation of security</i>				
2.3.1	Integral security is on the agenda of several formal consultations				
2.3.2	Those responsible/officials have been appointed:				
V	- BHV				
V	- FIRST AID				
V	- prevention officer				
R	- care coordinator				
V	- security coordinator				
V	- Anti-bullying coordinator				
V	- Confidential counsellors (internal and external)				
3.	School culture				
3.1	A code of conduct has been formulated:				
V	- for students				

V	- for staff - for parents				
3.2	School rules have been formulated				
3.2.1 R	School rules have been formulated that explicitly address: - interact - prevention of aggression and violence - substance use				
3.3 R	The sanctions policy is described				
3.4	There is a privacy policy				
3.5	The school's reporting policy is described. This states that offences will be reported.				
3.6	The policy on damage recovery and restorative justice is described				
4	<i>Quality assurance safety</i>				
4.1 R	The school has an incident register				
4.2 V	The school has an occupational accident register in place				
4.3 V	The school conducts an annual student safety monitor				
4.4 R	Periodically, all results are analysed and evaluated in conjunction, discussed and incorporated into a safety analysis				
4.4 R	The school has a (school-specific) safety analysis in which several actions have been made SMART				

4.5	<i>Protocols:</i>				
V	- dealing with aggression and violence				
V	- bullying				
V	- dealing with sexual harassment				
V	- discrimination				
V	- personal data protection act				
V	- obligation to inform divorced parents				
V	- complaints mechanism				
V	- Reporting code for domestic violence and child abuse				
V	- Duty to report sex offences				
V	- reception of staff in case of serious incidents				
V	- reception of students in serious incidents				
R	- Crisis and Emergency Plan				
R	- Guidelines media in the event of an emergency or crisis				
V	- Suspension / expulsion of students				
V	- Suspension / expulsion of staff				
	- Dealing with (unwanted) visitors in the school				
	- Dealing with social media				
R	- Use of prohibited substances, alcohol and intoxicants/enjoyments, which includes that alcohol and drugs are prohibited in (and around the school)				
	- Possession of weapons (possibly included in declaration policy)				

	- Dress code (staff and students)				
	- Grievance protocol				
5.	Physical environment				
5.1 V	The school conducts a periodic RI&E and an annual safety check.				
5.1 V	The school has a plan of action based on the RI&E (and with MR consent)				
5.2 V	The school has a FAFS plan				
5.2 V	The school has an evacuation plan that includes how staff and students are informed (e.g. via evacuation drills)				
5.2 V	The school has been approved for fire safety.				
5.2 V	The (play) equipment and inventory are inspected periodically.				
5.2 V	The building has been structurally inspected and is in order.				
5.3 V	Procedures are established and followed to allow, restrict and revoke access to the school and to critical areas according to school needs, including emergency access. Adequate security measures (such as card-key access system, et cetera) are used to restrict physical access to rooms containing important information (systems).				
5.3 R	It is described that the school is aware of possible nuisance, vandalism and crime by and from students/students in the				

	immediate (residential) area of the school and that where nuisance, vandalism and/or crime occurs, the school will make its contribution to preventing and combating it to the best of its ability.				
5.3	The school has sufficient supervisors and tutors:				
V	- during breaks				
V	- at school parties/activities				
V	- in extracurricular activities				
6.	External cooperation				
6.1	A vision of parents as partners has been formulated in which the different roles and responsibilities have been identified.				
6.2	Formal participation:				
V	MR • Staff section • Parent section • student section				
V	student Council				
6.3	Informal participation				
6.3	students: - student panel - sounding board group - etcetera				
6.3	Parents: - parents' council - sounding board group - etcetera				

6.4	The school has agreements on cooperation with external partners:				
R	- Account manager municipality				
V	- school attendance officer				
V	- fire brigade				
	- police (neighbourhood policeman)				
	- GGD				
	- youth welfare office				
	- Youth & Family Centre				
	- GGZ				
	- Wijk team				
	- internship companies				
6.4 V	The school has a care (advisory) team				
6.4	The school participates in area organisation consultations				
6.4 R	The school reports in SISA and participates in a comprehensive approach to youth 0 - 23				
7.	Schooling and training/parent evenings				
7.1	The school organises planned education and training to promote integral safety for:				
7.2	- students - preventive - curative				

7.3	- Staff - preventive - curative				
7.4	- Parents - preventive - curative				
Attractive education					
7.2 V	The school's offer on Citizenship and Social Inclusion is described and implemented				
7.2	The proposed core objectives regarding sexuality and sexual diversity/LHBTI+ are addressed in the lessons				
7.2 R	Students receive education on the impact of substance use on health and (school) career at least once in their school career.				
7.2	The school steers for quality teaching in a safe pedagogical environment.				
7.3	Guidance for new staff is described.				
3.3	The reception and after-care of students sent out is described.				
Annex. 1	<i>Protocols:</i>				
V	- student statute				
V	- Recording and addressing school absenteeism				