

Community Safety Agreement

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Section 1

Guiding Purpose

Our Community Safety Agreement establishes a shared understanding of safety and fosters an atmosphere of mutual respect. It facilitates effective student progress by communicating our common culture and boundaries inside of our integrity.

Our Community Safety Agreement forms the foundations for a comfortable environment within which our whole, diverse community can learn and grow.

Section 2

Social Safety and AICS' Values

Our goal at AICS is to create a safe space that allows for the joy, development and wellbeing of our entire community. These values embody who we are and are the starting point for achieving our goals. Our goal is to provide our students with the highest possible quality of teaching and learning. Fostering positive and productive interactions between learners, teacher and home is central to a quality, life long education. Open communication about behaviour expectations for all in our social and learning spaces will lead to positive outcomes for our whole community. This document details these expectations for learners, teachers, staff members and parents. It also forms the centre of systems within the school such as KIVA (**Social Safety Programme**), CSE (**Comprehensive Sexuality Education**), the Common Sense program, behaviour for learning, ATLs, and the Learner Profile.

Our school's core values, diversity, integrity, inquiry and community provide the necessary framework for our social safety agreements.

- **Diversity:** *We foster social safety through respect and celebration of all forms of diversity-culture, ethnicity, gender, gender identity and expression, sexual orientation, physical ability, age, religious and spiritual beliefs, national origin, language, socioeconomic status, neurotype, approach to learning, and more.*
- **Community:** *We intentionally build and foster equitable and fair communities at the group, classroom, school and wider community level.*
- **Integrity:** *We respect everyone's dignity in all interactions and recognize that everyone is equal. We communicate from a collaborative, power-with rather than power-over approach.*
- **Inquiry:** *We have openness to learning other perspectives, bringing curiosity and open mindedness to learning, conflicts and when differences arise.*

In order to achieve and maintain social safety, our community is in constant conversation to support and guide the challenging situations that are a natural part of growth in an inquiring, open minded and risk-taking ("Learner profile for IB students") community. This mindset and process is "embedded in the total pedagogical approach and school development." (School en Veiligheid)¹

¹ <https://www.schoolenveiligheid.nl/thema/visie-sociale-veiligheid/#verankeren-van-sociale-veiligheid>

² "Learner profile for IB students." *International Baccalaureate*, 19 December 2022, <https://www.ibo.org/benefits/learner-profile/>.

Section 3: Spaces

This section of the agreement defines the behavioural expectations in our various social and learning environments - physical and digital. These expectations apply to our whole community. They offer us all the opportunity to grow and learn, not only academically but also, in line with the IB Learner Profile and Approaches to Teaching and Learning. They are the spaces we all develop as humans.

3a.

Social

AICS is a community filled with diverse cultures, voices and ideas. We aim for our social spaces to feel the same way. Welcoming students, parents, and teachers and staff to socialise and communicate is the main purpose of these spaces. Social spaces can be physical or digital, they can be created by certain purposes, people and times.

Social spaces include: atriums, school yards, APS events, staff rooms, parties...

At AICS learning is at the heart of everything we do and social spaces are no exception. In these spaces everyone should feel safe enough to learn to be themselves: to care, to be open minded and to take risks whilst staying inside our shared integrity.

i. **Respect:** yourself and others

Be respectful during every social interaction. Know the conversational limits of your peers and be mindful of and sensitive to them. Know the personal spaces of others within and outside of your social circle. Social interaction should always be a positive process for all involved and bystanding parties. Make sure that your volume and actions allow others to enjoy the same space in their own way. Be an ally to social safety and never turn a blind eye to a disrespectful situation - take positive action.

ii. **Respect:** the physical space

Our physical environment is our shared responsibility and the maintenance of it is fundamental to our wellbeing. Always clean and clear up after yourself and others. Do not turn a blind eye to a piece of litter - take positive action. If you are unable to address a situation yourself (for example, because it is unsafe) take the initiative to alert someone who can make a difference. Leave a space as you would wish to find it.

iii. **Devices:** work or personal

Be mindful of and **balanced** with your screen time. Sometimes we need to take that call or send that message but, as much as possible, use the social spaces to socialise with the people that are there with you. If you are hiding behind a screen be grateful for and aware of the fact that someone will probably challenge you to re-engage in the here and now. Embrace this opportunity. Click [here](#) for more information on where and when to use your devices

3b.

Learning

A *Learning Space* is a digital or physical, shared area where learning is the main objective. Here we identify the expectations for 2 types of learning spaces -passive and active.

Passive Learning Spaces; there is no active guided learning happening, but academics are still the priority of the space. Some examples include; Library, Quiet Study Areas, teacher work rooms, emails...

Active Learning Spaces; the participants are actively engaged in a shared academic goal -usually guided or supervised. Some examples include; classrooms, meetings, parent teacher and student conferences, exam halls, **outdoor spaces**, Google Suite, presentations...

Our approach to learning is grounded in a power-with method rather than power-over. These learning spaces agreements rely on you being motivated to respect and consider others out of choice, since you experience being respected, having a voice and knowing your needs matter as positive and important.

i. **Respect:** yourself, others and the environment as detailed in *Social Spaces* (section 3a)

ii. **General expectations:** punctual, prepared, responsible and aware

Be punctual. Where relevant, be sure to arrive at or before the time you are expected. Submit and return work within timeframes outlined in our Academic Honesty Policy. Respect community members by showing you value their time.

Be prepared. Preparation has a practical and also an emotional element to it. Ensure that you have done the reading, marking, set up the seating, charged your device, taken outdoor conditions into account where applicable, planned the agenda...in advance of your arrival. Be emotionally ready to enter a space. Check in with yourself and your wellbeing and strive to enter a space as the best version of yourself.

Be responsible. Take self responsibility and hold yourself accountable. Use all of the resources available to you (iSAMS, Dashboard, Managebac, Gmail...) so that you can show up where and when and how you need to. Assume that others have the best intentions and reflect on how you could 'show up' better next time using the factors within your control.

Be aware. Consider the other users of the space that you are in and act in line with the common needs. Keep in mind the purpose of your environment and make sure your behaviour supports its function.

iii. **Specific expectations:** collaboratively create and uphold

Collaboratively create and adhere to the specific expectations for that group of people in that shared space. In a classroom setting **outdoors**, this will take the form of a class agreement designed at the start of the year. This should be formulated in a democratic way and

communicated clearly and repeatedly. In a team meeting you might agree on a particular structure, roles and terminology. At a parent teacher conference you share the outline of the expected tone, language use and your roles as [creator, challenger and coach](#).

Section 4: Outcomes

4a.

Support

This section of the Community Safety Agreement outlines the results of individuals making choices outside of our shared expectations. When a community member does not or cannot work inside our shared expectations (as explained in Section 3) the community comes together to support that individual in their future choices. Expectation breaches are often an expression of an unmet need and our restorative (solution, repair, support) approach aims to identify and respond to that need in both a systematic and personalised manner. These supportive pathways are differentiated by the role that the individual holds in our community and the nature of the breach.

The following pages are organised to focus on the actions that we can take as allies to community safety. The tables are populated with reflective questions and positive actions that we will use to inform our own behaviours when we observe a community member working outside of our shared and agreed social expectations (see sections 3a and 3b). The first table defines the different types of breaches that we might observe and the subsequent tables guide our supportive responses as allies.

Spectrum of Behaviours				
Disengaged	Pattern of Disengagement	Disruptive	Unsafe	Urgent Unsafe
A community member who has disengaged from our shared agreements will have unexpectedly and uncharacteristically breached our shared expectations. They have made a single or isolated poor choice. For example, they have returned work outside of the agreed framework (See Academic Honesty Policy), dropped litter, used blame oriented language in a PTSC.	A community member showing a pattern of disengagement will have repeatedly breached our shared expectations. Disengagement at this point is becoming a predictable behaviour. In the case of a student this pattern will be visible in iSAMS and for a staff member their line manager will be aware.	Disruptive behaviour is an expectation breach that has a negative impact beyond that individual. At this level, the poor choices that an individual is making are having a noticeable, unwelcome impact on other community members.	Behaviour outside of our Social Safety Agreement which is unsafe puts the individual or a wider group at risk. This behaviour can create a physical, emotional or mental state of danger. This behaviour can be a single incident, culmination or escalation in a series of events - either of which could result in a community member being considered a danger to themselves and/or others.	The behaviour of a community member is considered urgent and unsafe when they present an immediate danger to themselves and/or others. Most instances of urgent unsafe behaviour will involve physical dangers - with some exceptions.

Student as Ally

What to do as a student observer

Behaviour Observed	Community member in breach of agreement	Ally Reflections	Supportive actions
Disengaged	Peer	- What factors may have influenced this behaviour? - Based on the assumption that this person is doing their best, what should my reaction be? - How did I respond to the disengagement in the moment? - What is the ideal outcome in this situation?	- Make a neutral observation. - Be curious, ask what happened and how. - Remind them of the relevant community expectation. - Offer and be open to supporting them making a better choice.
	Adult (teacher / staff / parent)		- If you feel safe and confident in doing so, make a neutral observation and ask an open question about the behaviour you have observed. - Contact your mentor/ trusted teacher (via email or in person) and inform them of your observation.
Pattern of disengagement	Peer	- Which questions from the box above are useful to me? - At what moments do they become disengaged? - How common is this behaviour? - What do I think is causing the disengagement? - Does the disengagement impact the wellbeing of others?	- Check which actions from the boxes above could be useful to you. - Ask them questions in order to help them to recognise and understand the choices that they are making. - Reach out to your mentor or another peer and ask them for guidance and support.
	Adult (teacher / staff / parent)		- Check which actions from the boxes above could be useful to you. - As well as contacting your mentor/ trusted teacher, email the Wellbeing Team and inform them of your observations.
Disruptive	Peer	- Which questions from the box above are useful to me? - What roles did the other community members play? - How did I respond to the disruptions? - What has worked well with previous disruptions? - How did I feel in the moment?	- Check which actions from the boxes above could be useful to you. - Have a quiet conversation with your peer after the disruptive moment is over. Let them know how you felt, avoid passing judgement. “When you (insert behaviour) I felt (insert feeling)” - Speak directly to your parents and/or your mentor about the situation and how it is affecting you.
	Adult (teacher / staff / parent)		- Check which actions from the boxes above could be useful to you. - Speak directly to your parents and/or your mentor about the situation and how it is affecting you. Formulate a plan together- listing the positive action you will take as a team.
Unsafe	Any community member	- Am I personally unsafe in the moment and environment? - How did I feel and why? - Who can I talk to about this?	- If you are unsafe, remove yourself from the situation without escalating it. - Approach the nearest trusted adult and inform them of your observations. .
Unsafe and urgent	Any community member	- Which questions from the box above are useful to me? - Am I personally and immediately unsafe?	- Leave the space straight away. - Approach the nearest trusted adult and inform them of your observations.

Teacher as Ally

What to do as a teacher observer

Behaviour Observed	Community member in breach of agreement	Ally Reflections	Supportive actions
Disengaged	Student	- How was I feeling? - How positive is my relationship with the individual? - What information can I see on school systems (iSAMS)? - How engaged were others? - What factors may have influenced their behaviour? - What unmet need is being expressed? - How conducive was the environment to engaging? - Based on the assumption that this person is doing their best, what should my reaction be? - How did I respond to the disengagement? - What is the ideal outcome in this situation?	- Have a quiet conversation with the student about their engagement with our Community Safety Agreements. - Acknowledge ways that you could have better helped the situation. - Ask them questions in order to understand the choices that they are making and what unmet needs they might have. - Remain open to their feedback and reflect with them. - Verbally agree on a new approach together.
	Peer		- Have a quiet conversation with your peer about their engagement with our Community Safety Agreements. - Without judgement, name the behaviour you have observed. “I noticed that you did/didn’t (insert objective description of behaviour)” - Ask them questions in order to understand the choices that they are making. - Encourage them to identify solutions that are within their zone of influence. - Offer them any support that you can to help meet the need they are expressing.
	Parent		- Remind the parent of the expectations that we have as a community. - Agree a new approach together. - Inform the relevant mentor(s)
Pattern of disengagement	Student	- Which questions from the box above are useful to me? - At what moments do they become disengaged? - How well have they been engaged previously? - How common is this behaviour? - What might be causing this pattern? - Does the disengagement impact their position in the community?	- Check which actions from the box above could be useful to you. - Talk with the student outside of the lesson. - Make a formal agreement with them about a new and improved engagement with your Community Safety Agreements. - Make a record of the pattern of disengagement and agreement in iSAMS. - In the event that the behaviour continues, contact the mentor to discuss the situation and decide together when and how to involve home.
	Peer		- Check which actions from the boxes above could be useful to you. - Talk with your peers in a separate context and give them space to share the causes of their pattern of behaviour. - As well as offering any support that you are able to, point them at other community members and strategies that might be able to meet the need they are expressing.
	Parent		- Check which actions from the boxes above could be useful to you. - Invite relevant peers to join conversations and share approaches - Reach out to Wellbeing for support and guidance

Disruptive	Student	- Which questions from the boxes above are useful to me? - What roles did the other community members play? - How did other community members respond to the disruption? - How did I respond to the disruption? - What has worked well with previous disruptions? - How did I feel at the moment? - How well prepared do I feel to manage disruptions? - How can I process the experience? - Who can I ask for support and guidance?	- Check which actions from the boxes above could be useful to you. - Reach out to colleagues in your subject area and in Wellbeing for effective strategies. - Make a formal agreement with the student about a new and improved engagement with our Community Safety Agreement.. - Record of the event and agreement in iSAMs. - Check in with other students that were impacted by the disruption. Talk to them about their responsibilities as an ally to our Community Safety agreement. Support them as needed. - In the event that the behaviour continues, contact the mentor and plan a meeting together with the parents.
	Peer		- Check which actions from the boxes above could be useful to you. - Contact your own line manager to express your concerns
	Parent		- Check which actions from the boxes above could be useful to you. - Inform your line manager
Unsafe	Student	- What type of danger am I observing? - Am I personally unsafe in this moment and environment? - Who else might be or feel unsafe? - How can I safely de-escalate this situation? - How did I feel and why? - How might others be feeling? - Who can I talk to about this? - What support might others need as a result of this situation?	- Check the safety of vulnerable community members - Check the safety of all present community members - Contact your nearest peer for support as required - Remove the danger or the bystanders from the environment as appropriate - Inform the relevant mentors and Wellbeing straight away (time sensitive) - Create a plan with all involved parties to avoid recurrence. - Record on iSAMs
	Peer or Parent		- Check which actions from the boxes above could be useful to you. - De-escalate the situation as appropriate. - Speak directly to your line manager and the confidentiality person about what you have observed (time sensitive) - Clarify your role in potential, future recurrences.
Unsafe and urgent	Any community member	- Which questions from the boxes above are useful to me? - Who is personally and immediately unsafe? - Is it safe for me to attempt de-escalation? - Who is available to help?	- Remove yourself and others from the danger - Instruct nearby adults to support you as required - Directly inform Wellbeing, Head of Campus and Principal (time sensitive) - Create a plan with all involved parties to avoid recurrence. - Record on iSAMs - After a cooling off period, reflect on event and success of plan together with involved parties

Leader as Ally

What to do as a leader observer

Behaviour Observed	Community member in breach of agreement	Ally Reflections	Supportive actions
Disengaged	Any community member	- How was I feeling? - How positive is my relationship with the individual? - What information can I see on school systems (iSAMS)? - How engaged were others? - What factors may have influenced their behaviour? - What unmet need is being expressed? - How conducive was the environment to engaging? - Based on the assumption that this person is doing their best, what should my reaction be? - How did I respond to the disengagement? - What is the ideal outcome in this situation?	- Have a quiet conversation with the community member them about their engagement with our Community Safety Agreements. - Acknowledge any ways that you could have better helped the situation. - Ask them questions in order to understand the choices that they are making and what unmet needs they might have. - Remain open to their feedback and reflect with them. - Verbally agree a new approach together.
Pattern of disengagement	Student	- Which questions from the box above are useful to me? - At what moments do they become disengaged? - How well have they been engaged previously? - How common is this behaviour? - What might be causing this pattern? - Does the disengagement impact their position in the community? - How can I use my role to best support them making better choices?	- Check which actions from the boxes above could be useful to you. - In the position of a direct observer, ask the student questions in order to understand the choices that they are making and what unmet needs they might have. - Remain open to their feedback and reflect with them. - Verbally agree on a new approach together. - Speak to staff directly involved and point them at the ways that the Community Safety Agreement could be implemented.
	Teacher / Staff		- Check which actions from the boxes above could be useful to you. - In the position of a direct observer, talk with your colleague in a separate context and give them space to share the causes of their pattern of behaviour. - Point them at other community members and strategies that might be able to meet the need they are expressing.
	Parent		- Remind the parent of the expectations that we have as a community. - Agree a new approach together. - After a cooling off period, check in with the relevant staff that the pattern is broken.
Disruptive	Student	- Which questions from the boxes above are useful to me? - What roles did the other community members play? - How did other community members respond to the disruption? - How did I respond to the disruption? - What has worked well with previous disruptions? - How did I feel at the moment? - How can I use my role to best support them making better choices? - Who else could be providing support in this situation?	- Check which actions from the boxes above could be useful to you. - In the position of a direct observer, check in with other community members that were impacted by the disruption. Talk to them about their responsibilities as an ally to our Community Safety agreement. Support them as needed. - Remind the relevant teacher and mentor of the supportive actions required from them. - In the event that contact with home has not created a positive outcome, step in and support in the navigation of the situation and negotiation of a solution for all.
	Teacher / staff		- Check which actions from the boxes above could be useful to you. - Contact their line manager.

			• In the position of line manager, meet with them (time sensitive) to discuss any unmet needs that they might have. • Reach and record a solution together. • After a cooling off period, meet again and measure the success of the solution. Reevaluate as necessary.
	Parent		• Check which actions from the boxes above could be useful to you. • Gather involved parties and restore the balance in the group. • Reconfirm our common commitment to our Community Safety Agreement.
Unsafe	Student	• What type of danger am I observing? • Am I personally unsafe in this moment and environment? • Who else might be or feel unsafe? • How can I safely de-escalate this situation? • Which are the relevant authorities and Esprit documents?	• Check the safety of vulnerable community members • Check the safety of all present community members • Contact your nearest peer for support as required • Remove the danger or the bystanders from the environment as appropriate • Inform the relevant mentors and Wellbeing straight away (time sensitive) • Consult and act inline with relevant Esprit documentation • Create an appropriate plan with all involved parties to avoid recurrence. • After a cooling off period, meet again and measure the success of the solution. Reevaluate as necessary.
	Teacher/ Staff / Parent		• Check which actions from the boxes above could be useful to you. • De-escalate the situation • Alert the relevant authorities as appropriate • Consult and act inline with relevant Esprit documentation • Create an appropriate plan with all relevant parties to avoid a recurrence. • After a cooling off period, meet again and measure the success of the solution. Reevaluate as necessary.
Unsafe and urgent	All community members	• Which questions from the boxes above are useful to me? • Who is personally and immediately unsafe? • Is it safe for me to attempt de-escalation? • Who is available to help?	• Remove yourself and others from the danger • Instruct nearby adults to support you as required • Directly inform Wellbeing, and the rest of leadership (time sensitive) • Alert the relevant authorities as appropriate • Consult and act inline with relevant Esprit documentation • Create a plan with all involved parties to avoid a recurrence. • After a cooling off period, meet again and measure the success of the solution. Reevaluate as necessary.

Parent as Ally

What to do as a parent observer

NB: Please note that the following table, all of the suggested reflections and supportive actions are exclusively in relation to observations you might make at school or as part of a school event.

Behaviour Observed	Community member in breach of agreement	Ally Reflections	Supportive actions
Disengaged	Your child	- How was I feeling? - How positive is my relationship with the individual? - How engaged were others? - What factors may have influenced their behaviour?	- Have a quiet conversation with the young person about their engagement with our Community Safety Agreements. - Acknowledge any ways that you could have better helped the situation. - Ask them questions in order to understand the choices that they are making and what unmet needs they might have. - Remain open to their feedback and reflect with them. - Verbally agree a new approach together.
	Another child	- What unmet need is being expressed? - How conducive was the environment to engaging?	- Contact the child's mentor and make them aware of your observations - Without judgement, name the behaviour you have observed. "I noticed that they did/didn't (insert objective description of behaviour)"
	School staff	- Based on the assumption that this person is doing their best, what should my reaction be? - How did I respond to the disengagement? - What is the ideal outcome in this situation?	- Have a quiet conversation with the staff member about their engagement with our Community Safety Agreements. - Without judgement, name the behaviour you have observed. "I noticed that you did/didn't (insert objective description of behaviour)" - Ask them questions in order to understand the choices that they are making. - Verbally agree a new approach together.
Pattern of disengagement	Your child	- Which questions from the box above are useful to me? - At what moments do they become disengaged? - How well have they been engaged previously?	- Check which actions from the box above could be useful to you. - Talk with the young person outside in a different context. - Help them to understand the importance of our Community Safety Agreement. - Make an agreement with them about a new and improved engagement. - After a cooling on period, reflect together on the success of the new approach. Reevaluate as necessary.
	Another child	- How common is this behaviour? - What might causing this pattern? - Does/ Could the disengagement impact their role and position in the community?	- Contact the child's mentor and make them aware of your observations - Without judgement, name the behaviour you have observed. "I noticed that they did/didn't (insert objective description of behaviour)"
	School staff		- Remind the staff member of the expectations that we have as a whole community. - Agree a new approach together the allows key needs to be met. - After a cooling off period, get in touch again and reflect on the successes of the new approach. - In the event that the disengagement continues contact the Head of Campus and name the behaviour that you have observed.
Disruptive	Your child	- Which questions from the boxes above are useful to me? - What roles did the other community members play? - How did other community members respond to the disruption? - How did I respond to the disruption?	- Check which actions from the boxes above could be useful to you. - Reach out to peers (wider parent community) and contact Wellbeing for effective strategies. - Talk with your young person about their responsibilities as outlined in our Community Safety Agreement. - Make a concrete agreement with your young person about a new and improved engagement with our Community Safety Agreement.. - Record the agreement and return to it as necessary. - After a pre-agreed period of time reflect with them on their success against the agreement and discuss future pathways as appropriate.

	Another child	- How did I feel at the moment? - How can I process the experience so that I am able to focus on solutions?	- Contact the child's mentor and make them aware of your observations - Without judgement, name the behaviour you have observed. "I noticed that they did/didn't (insert objective description of behaviour)" - State the impact that this disruption is having. - In the event that the behaviour continues, contact the Head of Campus and follow the same approach.
	School staff		- Remind the staff member of the expectations that we all have as a whole community. - In the event that the disruption continues, contact the Head of Campus and name the behaviour that you have observed.
Unsafe	Any community member	- Am I personally unsafe in the moment and environment? - How did I feel and why? - Who can I talk to about this?	- If you are unsafe, remove yourself from the situation without escalating it. - Approach the nearest staff member and inform them of your observations. - Support the staff member if possible.
Unsafe and urgent	Any community member	- Which questions from the box above are useful to me? - Am I personally and immediately unsafe?	- Leave the space straight away. - Approach the nearest staff member and inform them of your observations. - Contact relevant emergency services as appropriate

Section 4: Outcomes

4b.

Positive Outcome

What does our school “feel” like when the project is successful?

Once our whole community is engaged in the spirit and practice outlined in this agreement - how we experience our environment, on a daily basis, will evolve. Our learning and social spaces will continue to buzz with energy but at a level that is appropriate and useful for all present. Our buildings, rooms and **outdoor spaces** will be welcoming and tidy places fit and ready for purpose. All community members will feel safe, supported, prepared and responsible for themselves and everyone around them.

Furthermore the following projects that are beginning and already in progress will be enabled by our new improved approach to community safety:

- KiVa
- CSE
- Common Sense
- Behaviour for Learning
- IB LP
- IB ATL

New projects:

- Restorative Practices
- RULER (Yale Emotional Intelligence)

Reviewing the Community Safety Agreement

The Behaviour for Learning Coordinator formed a committee including representatives of all stakeholders. They completed the following process:

- **Assessment of needs** - interviews with key stakeholders and discussion with whole community representatives.
- **The Vision** - working group of students, teachers and parents with Primary and Secondary representatives defined the guiding purpose.
- **Scope** - the reach of the document was decided by the working group through debate and discussion.
- **Draft** - smaller groups developed the first iteration of our chapters
- **Review** - the working group came back together as a whole, provided feedback and exchanged chapters
- **Prototype** - the Behaviour for Learning Coordinator developed, formatted and shared the first full draft with Leadership
- **Approval** - the document will be re-drafted and sent to the Participation Council for approval
- **Implementation** - intended soft publication for soft launch begins May 2023

Subsequent Versions

In the second year of the policy (starting April 2024) feedback will be collected from all stakeholders.

- a. The students provide feedback via their mentors and the Student Council, coordinated by the Behaviour for Learning Coordinator.
- b. Teachers bring feedback up to their SACos as they use the policy. Feedback will be collected by the Behaviour for Learning Coordinator at the start of the first year.
- c. Staff will be surveyed directly for feedback on the policy.
- d. Feedback from parents will be requested through the Sounding Board. All parents will be offered the opportunity to give feedback through a survey at the end of the first year.
- e. The Behaviour for Learning Coordinator will continue to research best practices and record possible updates to the policy.
- f. A review committee led by the Programme Coordinators will be formed in May 2024 representing all stakeholders. They will address the feedback and incorporate this into the policy as appropriate.
- g. The revised policy will then be submitted to the Participation Council for approval.

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