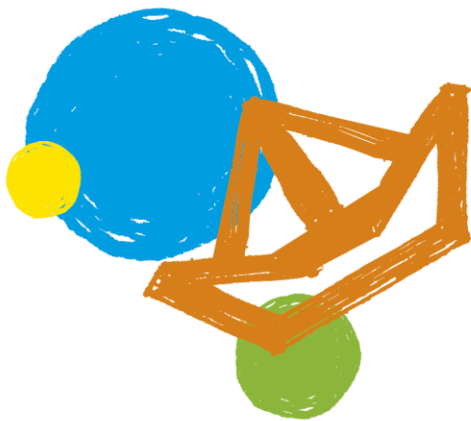




# Policy World crises, disasters and charity

How do we respond as a school?



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This policy describes how we address and deal with global crises and disasters happening in the world, for example wars, calamities, health crises, natural calamities, or humanitarian crises. It also covers our approach towards charities.

We recognize, especially with our international community, the impact of events happening on our community, and the concerns and questions that may arise, especially for our young learners. As a school we always take a neutral stance, and our main focus lies on education and a safe school environment.

## OUR EDUCATION & CARE

First of all, we incorporate global issues and crises into the curriculum (IPC) and our Health & Well-being programme (Jigsaw), enabling students to learn about and understand various global challenges. At OIS we promote cultural competency and sensitivity, fostering respect and empathy for the cultures and peoples affected by global crises. We conduct awareness to keep students informed about ongoing global crises. We foster a sense of global citizenship and social responsibility among students, emphasizing the role they can play in addressing global challenges and crises.

Examples of learning objectives are:

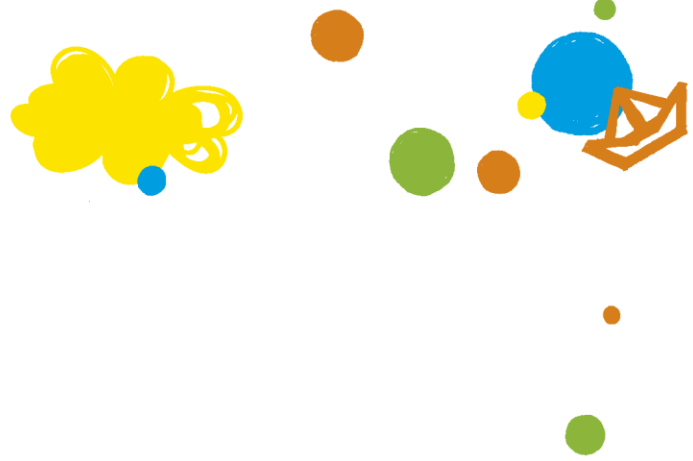
International Curriculum Learning Goals | International



Strand	Milepost 1	Milepost 2	Milepost 3	IMYC
Developing global competence	<b>1.05</b> Understand the need to contribute to shared responsibilities	<b>2.05</b> Understand that people have rights and responsibilities that differ depending on their role in society	<b>3.05</b> Understand that there are outside influences on our rights and responsibilities	<b>4.05</b> Understand that there are competing rights and responsibilities in different situations
	<b>1.06</b> Understand that people have an impact on the places that they visit	<b>2.06</b> Understand that people can have an impact on places even when they are not there	<b>3.06</b> Understand how the decisions made in one country can impact on the lives of people in another	<b>4.06</b> Understand that the interdependence of countries is not always mutually beneficial
	<b>1.07</b> Be able to articulate how they should be making a contribution to positive change	<b>2.07</b> Be able to reflect on their personal contribution to collective action	<b>3.07</b> Be able to reflect on and evaluate the impact of personal or collective action that they have taken in response to a local or global issue	<b>4.07</b> Be able to evaluate the potential positive and negative impacts of personal or collective action that they plan to take in response to a local or global issue
	<b>1.08</b> Be able to connect actions and consequences	<b>2.08</b> Be able to associate cause and effect related to global events and/or issues	<b>3.08</b> Be able to use tools, such as graphic organisers to analyze global events and/or issues	<b>4.08</b> Be able to use tools and strategies to analyze events and/or issues and their short term and long term impacts

*An IPC International Learning Goal, covered in several units*





Age Group	Being Me In My World
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour
<b>Ages 9-10</b>	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling

*An objective for Jigsaw, covered in the first puzzle piece Being Me in My World*

At OIS we are committed to ensuring a safe and supportive atmosphere for all our students and take proactive measures to create a secure space for them within the school environment. We teach children to express their feelings and monitor their well-being.

Research has shown that persistent stress can have negative effects on the development and functioning of children. At the same time, we know that when children experience sufficient support from people in their immediate environment, they are capable of coping well with persistent stress. This helps mitigate or limit the negative effects, making the stress tolerable. Teachers can be important sources of support. (Coppens, Schneijderberg, and Van Kregten, 2020).

We are cautious when sharing news coverage with children and are mindful in conversations that are child-led. Our intention is to protect children from unnecessary information that might cause stress, however, we also recognize the importance of open dialogue. If children feel the need to discuss specific situations, we encourage them to do so. Our teachers and staff are prepared to engage in age-appropriate conversations and provide the necessary support to address their concerns with them. Our aim isn't to provide an in-depth analysis of geopolitical situations, but instead, to support them through any anxieties or questions they may have. The well-being of our students is our top priority.





## SUPPORT FOR FAMILIES

If families require additional support and would like to talk to somebody, they can reach out to our school coach, Kim Soechit [kim.soechit@altra.nl](mailto:kim.soechit@altra.nl).

There are a few resources for families to use on how to have conversations with children about global conflicts, such as:

- Parents together: [How to talk to kids about war, crime and violence: An age-by-age guide](#)
- UNICEF guide: [How to Talk to Your Children About Conflict and War](#).

## WHATSAPP GROUPS



As per our Parent volunteer guidelines it's important to reiterate that WhatsApp groups are not intended for discussions, disagreements or emotionally charged messages. Also, in times of crises this means that WhatsApp groups should not be used for sharing personal opinions about global crises, to ensure a respectful and neutral environment.

## CHARITY

Encouraging community involvement, particularly in times of crisis, can be a powerful way for students and families to contribute positively. We ensure that charity initiatives are educational and socially responsible while considering the capacity of parents and the broader school community. We carefully select charitable activities, with the needs of students and the involvement of the school community at the centre.

This means:

- \* **Selection of Charities:** We choose maximum one charity to support per year. This decision is made by school leadership in consultation with the parent council, and could be based on suggestions from the student council. Typically, these are causes that resonate with the students, such as students' rights, environmental issues, or local initiatives
  1. **Educational Component:** We use these activities to raise students' awareness of social issues, such as poverty, sustainability, or health. This often aligns with our broader curriculum of citizenship education (such as IPC or Jigsaw)
  2. **Voluntary Contributions:** We emphasize that participation in charity activities is voluntary. Parents are not obligated to donate, and attention is given to the fact that some families may have fewer resources to contribute
  3. **Student Involvement:** Activities encourage student involvement. Students often help organize events such as sponsored walks, markets, or collection drives. This gives them a sense of responsibility and connection to the cause.

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- 4. **Frequency and Balance:** We are mindful that too many charity events can be burdensome for both parents and students. Therefore, we choose to organize a limited number of activities, with a maximum of one per school year
  - 5. **Local versus International Causes:** We opt for a mix of local and international charities. Local causes might include a community centre, while international causes are often focused on development aid or environmental conservation
- \* While we aim to inspire a strong sense of community involvement, we consider the **practical implications for teaching staff**

An initiative that could be considered to participate in is NLDoet, a wonderful initiative by the Oranje Fonds, encouraging community service through small-scale neighbourhood activities across the country. The parent representatives of the participation council are willing to investigate the feasibility of organizing this without requiring teacher involvement.