

# PLAN FOR THE PREVENTION OF PSYCHOSOCIAL RISKS

School year 2020-2021

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## Introduction

Beyond its pedagogical missions, the school must also provide everyone with the opportunity to evolve in the learning process in the best way possible to reach their full potential.

The school experience offers a myriad of positive learning experiences. However, some students can also experience stress for a number of reasons. This stress can be defined as a "physical and emotional reaction felt in any school situation related to an imbalance between the student's perception of the constraints imposed on him by his school environment in regards to his schooling and the perception he has of his resources to meet them".

As part of the child protection policy within the European Schools, it is stipulated to take the well-being of the pupils into account. The policy recommends among other things that "The schools should educate pupils about the dangers of psychological, physical and sexual abuse through educational programmes as part of the emotional and sexual education, and about the negative effects of smoking, the consumption of alcohol and drug abuse as part of the personal and health education. Schools should also educate pupils on the appropriate behaviours to adopt on internet and its safe use to avoid cases of cyberbullying, false accusations, etc.<sup>1</sup> ».

Several actions, which take the recommendations on child protection into account, are already in place in the European School of Ixelles:

- ✓ The Health and Security Committee
- ✓ The Security and Safety Officer
- ✓ Medical visits, every 2 years
- ✓ Various preventative actions.

This document, concerning the prevention of psychosocial risks is fully integrated into this process. Anticipating / considering the psycho-social risks will allow us to identify potential sources of stress for the pupils and to put measures in place to reduce or even prevent it altogether.

## Objectives

- ✓ Propose a coherent continuum of well-being at school, from nursery to the end of secondary school.
- ✓ Inform and raise pupils' awareness of certain societal issues, in order to give them the necessary resources.
- ✓ Work in collaboration with teachers in order to support them in the educational process related to the proposed themes.
- ✓ Inform and raise the parents' awareness so that the message is coherent and widespread. Nevertheless, it should be noted that under no circumstances can the school substitute for parents. The task to educate and raise the awareness of their children on a daily basis is also their responsibility.

<sup>1</sup>See document 2007-D-441-fr-5



### Key success factors

- ✓ Respond to a real need
- ✓ Have knowledge of the social environment of European schools
- ✓ Involve the teachers in the process
- ✓ Inform and raise the awareness of the parents

The field work shows that three axes should be considered at the same time, in order to prevent a maximum of psycho-social risks within the school environment.

These are the body and learning axis (my body and learning), the relational axis (living well at school), and finally the addiction awareness axis. These three axes are listed below.

## Axis 1 : My body

### My body and me

#### a) Health education (Infirmary)

At the beginning of the school year, the nursery and some primary school classes go to the infirmary to establish a first contact, and are given a short tour of presentation of the premises.

All year round: lice awareness action.

In nursery and primary pupils undergo a lice check, a letter is sent to the parents and the teachers receive some information. In secondary school there is no specific lice project because the problem is solved within the family circle, but measures can be taken where necessary.

Within the framework of the health promotion we organize for the students of S7 some courses of Resuscitation and Defibrillation in order to learn the basic "First Aid" gestures.

The teacher accompanies his students to the infirmary and attends the training.

The training includes:

- A short theoretical introduction
- The CPR practice with and without defibrillator on dolls
- Defibrillator demo
- Answers to questions

#### b) Medical visits (Infirmary and school doctor)

Within the framework of the school health, pupils undergo to a medical visit in specific school years:

- Nursery 2
- Primary 1- 3- 5
- Secondary 2 - 4 -6

Dates are indicated to the parents two weeks before the visit.

The **compulsory** and **confidential** medical visit includes:

- ✓ a measurement of height and weight
- ✓ an eye test
- ✓ a color vision test
- ✓ a hearing test
- ✓ a urine test (protein and glucose)
- ✓ a medical examination by the school doctor (in accordance with the Belgian school medical inspection)
- ✓ a dental examination by the dentist is scheduled for primary 3 and secondary 2.

The purpose of these examinations is to establish a check-up of the pupil's overall health and maturity and to inform the parents.

#### c) Health week (infirmary)

Each year, a project that follows the theme of the year in nursery (for example: the 5 senses, water, hygiene....) is organized the week following "Health Week".

This project is adapted to health and is held at the infirmary.



**d) First aid training/certification with the « Croix-rouge »**

This training is given for all S4 classes

**e) Education to the relational, emotional and sexual life (external association)**

This intervention is supported by an external association whose aims are:

- To accompany the reflection of the young people around the topics of affective and sexual relations, in class;
- To listen to the concerns of pupils, join them in their questions;
- To provide them with a view different than the flow of information to which they have access and inform them as openly and as objectively as possible;
- To open up a space of privileged words to allow them to listen to each other, share, discuss their beliefs, their fears, their desires despite their differences... and along with their resemblance.

This intervention concerns P5 and S3 pupils.

The sessions are organized in the classrooms. The teacher is present at the beginning of the activity and the students will be alone with two facilitators. For some classes of P5, the class teacher can be there to assure the translation. The sessions are organized in French, English and German.

- ⇒ Intervention of 1x3 periods per class in P5.
- ⇒ Intervention of 2x2 hours per class in S3: one joint session and one session boys and girls separated.

## My body and learning

**a) Prevention of educational difficulties (Educational Support Coordinator)**

**A. Pedagogically**

Within the framework of moderate support, the Support Section Leaders systematically organize two observation sessions per class in nursery and primary.

During these observation sessions, the school psychologist may intervene according to the opinion of the class teacher and the Educational Support Coordinator.

Following these observations and discussions with the class teacher, pupils can join either general support (for specific difficulties) or moderate support. Parents are informed via the class teacher.

If difficulties persist, a specific external assessment may be requested so that intensive support can possibly be set up.

(See the Educational Support Guidelines)

In Secondary, groups of study skills and groups of learn to learn for S4 and S5 are organized in order to help pupils with some learning difficulties.



## **B. Speech therapy (Support Section Leaders and external therapists)**

During the preventive test in speech therapy, the professional will observe oral language, communication and mathematical prerequisites. These different fields will be decisive for future reading, writing and mathematics learning.

Concretely, a specialist of external logopedics will be coming in order to observe and possibly propose specific exercises to the children of 2nd nursery school.

This is a two-hour (4\*30 minutes) observation session per class.

Following this "screening" a report is proposed to teachers and parents.

For the new pupils in P1, one session of observation is also provided at the beginning of the school year.

## **C. Psychomotricity (Support Section Leaders and external therapists)**

The objective is to be able to detect psychomotricity difficulties (gross motor skills, spatial and sequential organization, attention concentration, fine motor skills and graphics) and to be able to direct parents as quickly as possible, in order to avoid learning difficulties that may arise consequently.

Concretely, an external psychomotricity specialist will be coming, in order to observe and possibly propose specific exercises to the children of 2nd nursery school.

This will be a two-hour observation session (4\*30 minutes) per class.

Following this screening a report is proposed to the teachers. The class teacher may give the expert's observations and recommendations orally to the parents

For the new pupils in P1, one session of observation is also provided at the beginning of the school year.

Concerned parents will be notified by SMS of the time of the class visit.



## Axis 2 : Living well at School

### a) Living well at school

The concept of living well at school includes all the actions carried out in order to ensure the well-being, the conviviality and the respect for everyone. It is above all a question of making the school environment serene in order to prevent relational difficulties between pupils.

Related topics around this axis are :

- \* Group life
- \* Respect for all
- \* Conviviality
- \* Empathy
- \* Kindness
- \* Conflict management

These topics can be viewed transversally throughout schooling, directly in class, but also through more specific projects that concern all the school.

Since 2019 the primary school has been involved in the KIVa program.  
KIVa is a Finnish programme to prevent and combat school harassment.

This program, in addition to dealing with harassment situations, makes it possible to improve the climate and the social and school environment at different levels: • Following the rules • Timely and consistent conflict resolution response • Community events • Positive encouragement of good attitudes

### 2 types of actions are planned:

1. Preventive action in classrooms. Different topics are addressed in order to promote the well-being of all, to encourage the expression of emotions and to fight against harassment.
2. Intervention in proven cases of harassment. The Kiva team takes charge of the students involved in the situation. A systematic and clear procedure is applied in each case, with regular follow-up of perpetrators, and victims.

The Kiva team is also present to recall the roles of each and organize Kiva events for the cohesion of the school community.

<https://www.eeb3.eu/fr/enseignement-et-education-maternelle-primaire/projets/kiva/>

In secondary school, workshops by an external association, are offered to students of S2.

They have for themes:

- ✓ The prejudices
- ✓ Harassment
- ✓ Cyber Harassment
- ✓ Life in a group

Ad hoc interventions, in the event of proven harassment, may also take place.

A conference for parents is also proposed.



## **b) Education to media and social medias**

The aim is to raise awareness of better Internet ethics, encouraging reflection on the dangers and risks of misuse of media and social networks and making everyone responsible for their personal use.

Interventions by external experts will be organized:

- A conference for parents
- Information for the teachers during pedagogical day

In addition, ad hoc interventions, in case of proven problems, may also take place.

## **Axis 3 : Prevention of addictions**

### **a) Prevention of Tobacco, Alcohol, illicit drugs**

The topics covered are tobacco, alcohol and cannabis.

The objective of prevention is to avoid the risks of consumption by reinforcing the conviction of non-consumers and by encouraging students to reflect on their own consumption.

The keys to prevention are:

- Raising awareness of the risks associated with addictions
- Identify the warning signs of consumption.
- Give tools to know how to act.
- Reflect on ways to prevent the risks of consumption and addiction.

Interventions by an external expert, as well as by the local police and a conference for the parents are organized.

SUMMARY TABLE		
AXIS 1	My body	Resources
Nursery	<b>My body and me</b> Health week Project health education	Infirmary/teachers
	<b>My body and learning</b> Detection of early learning disabilities by external experts	Logopedist, psychomotricity therapist, support coordinators
Primary	<b>My body and me</b> Health week Project health education	Infirmary/teachers
	<b>My body and learning</b> Detection of early learning disabilities by external experts	General or moderate support
	<b>Education to the relational, emotional and sexual life</b> - Information conference for parents - For the pupils: <b>P5</b> (2 <sup>nd</sup> trimester) 1 session of 3 hours	External association (FR/ENG/DE)
Secondary	<b>Education to the relational, emotional and sexual life</b> - Information conference for parents - For the pupils: <b>S3</b> (1 <sup>st</sup> trimester) 2 sessions of 2 periods: 1 joint session and 1 boys/girls separated.	External association (FR/ENG/DE)
AXIS 2	Living well in school	Resources
Primary	KIVa	KIVa team
Secondary	<b>Presentation, S2 classes</b> (2 periods per class) <b>Parents conference</b>	External speaker (Psychologist) (FR/ENG)
AXIS 3	Prevention of addictions	Resources
Secondary	<b>Drugs prevention</b> - S6	Police of Ixelles
	<b>Alcohol, Smoking, Cannabis et illegal drugs</b> <b>• For pupils:</b> - S3 - S5 <b>Parents conference</b>	External speakers