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PREVENTION PLAN FOR PSYCHOSOCIAL RISKS

School year 2022-2023

SUMMARY

Introduction	2
Axis 1: My body	3
My body and me	3
My body and learning	4
Axis 2: Living well at school	5
Axis 3: Prevention of addictions	7
Summary table	8

Introduction

In addition to its pedagogical tasks, the school must ensure that everyone has the opportunity to develop as well as possible in the learning process. The school context can be a source of stress for the different actors. This stress can be defined as "a physical and emotional reaction felt in any school situation linked to an imbalance between a student's perception of the constraints imposed on him/her by the school environment and his/her perception of his/her resources to cope with them".

Within the framework of child protection policy in European schools, the welfare of pupils should be considered. Thus, among the recommendations, "Schools should educate pupils, through the curriculum in the Emotional and Sexual Education course, about the dangers of psychological, physical and sexual abuse and, in the Personal and Health Education course, about the deleterious effects of smoking, alcohol consumption and drug abuse. Schools should also train pupils in appropriate behavior on the Internet and its safe use in order to avoid cyber-bullying, false accusations, etc.¹

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

- ✓ The Health and Safety Committee
- ✓ The prevention and protection advisor at work
- ✓ Medical check-ups, every two years
- ✓ Various preventive actions.

The present document, concerning the prevention of psycho-social risks, is fully integrated into this process. Considering psycho-social risks will make it possible to identify the sources of potential stress for pupils and to put in place measures to reduce or avoid it.

Objectives

- ✓ Provide a coherent continuum of school well-being from the nursery to the end of secondary school.
- ✓ To inform and raise awareness among students about certain social issues in order to provide them with the necessary resources.
- ✓ To work in collaboration with teachers to support them in the educational process related to the proposed themes.
- ✓ Inform and raise awareness among parents so that the discourse is coherent and widespread. Nevertheless, it should be noted that under no circumstances can the school replace the parents; it is also their responsibility to inform and raise awareness among their children on a daily basis.

Key success factors

- ✓ Meeting a real need
- ✓ Knowledge of the social environment of European schools
- ✓ Involving teachers in the process
- ✓ Informing and raising awareness among parents

The fieldwork shows that three axes should be considered in parallel in order to prevent a maximum of psychosocial risks in the school environment. These are the body and learning axis (my body and learning), the relational axis (living well at school) and finally the awareness of addictions. These three areas are listed below.

¹ See document 2007-D-441-en-5

Axis 1: My body

My body and me

a) Health education (Infirmary)

At the beginning of the school year, the nursery and some primary classes visit the infirmary to get acquainted with it and a short tour of the premises is given with an explanation.

This project is combined with the explanation of medical visits to children.

Throughout the year: an awareness campaign against head lice is conducted.

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

As part of our health promotion framework, we organize resuscitation and defibrillation courses for S7 students in order to teach them the basic "First Aid" techniques.

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

The training includes a short theoretical introduction to:

- CPR practice with and without defibrillator on dolls
- Defibrillator demonstration
- Answer to the questions

b) Medical visits (Infirmary and school doctor)

As part of the school medical service, pupils will have a medical check-up in certain school years:

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

The dates are communicated to the parents two weeks before the visit.

The **mandatory** and **confidential** medical screening visit includes:

- ✓ a measure 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 in primary 3 and secondary 2.

The purpose of these examinations is to establish a record of the student'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 the nursery (e.g. the 5 senses, water, hygiene....) is organised the week after "Health Week".

This project is adapted to health and is present in the infirmary.

d) Training/ First aid certificate with the Red Cross

This training is given for all S4 classes

e) Education to the relational, emotional and sexual life

In primary school, this part is covered in the curriculum of discovery of the world.

In addition, teachers are asked to lead discussion groups to brainstorm questions that students may have. These groups can be organised in pairs with another teacher in the section for more specific questions. School psychologists are available to teachers to prepare these interventions or to come and address more specific issues if necessary.

In secondary school, this intervention is taken care of by an external association whose objectives are:

- Supporting young people's reflection on issues of emotional and sexual relationships in the classroom group
- Listening to the concerns of young people, joining them in their questioning
- To enlighten them with a view other than that of the flow of information to which they have access and to inform them in the most open and objective way possible
- To open a space for them to talk, to share, to discuss their beliefs, their fears, their desires, despite their difference...and along with their resemblance.

This intervention concerns all S3 students.

The sessions are organised in the classrooms, the teacher is not present during the animations. A separate time for girls and boys is organised during the second part of the animation.

The sessions are held in English, French and German.

⇒ Intervention of 2 x 2 periods in S3 per class: one mixed session and one boys and girls separated.

The parents concerned will receive the ASBL's pedagogical project by e-mail, which explains its way of working.

My body and learning

a) Prevention of educational difficulties (Educational Support Coordinator)

A. On the pedagogical level

As part of the general and moderate support, the sectional support officers systematically organize two observations per class in the nursery and primary.

During these observations, the school psychologist may also intervene depending on the advice of the class teacher and the support coordinator.

As a result of these observations and discussions with the class teacher, pupils may join either the general support (for occasional difficulties) or the moderate support. Parents are informed via the class teacher.

If difficulties persist, a specific external assessment may be requested in order to possibly set up intensive support.

(See the Educational Support Guidelines).

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

B. At the speech therapy level (Support Coordinator and external therapists)

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

In concrete terms, an external speech therapist comes to the classroom to observe and possibly suggest specific exercises to all children of the 2nd nursery school.

This is a two-hour observation session per class.

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

For the new pupils in P1, this screening will also be offered.

C. Psychomotricity (Support Coordinator and external therapists)

The aim is to be able to detect psychomotor difficulties (gross motor skills, spatial and sequential organization, attention, concentration, fine motor skills and handwriting) and to be able to guide parents as quickly as possible in order to avoid possible future learning difficulties.

In concrete terms, an external speech therapist comes to the classroom to observe and, if necessary, to propose specific exercises to all children of the 2nd nursery school.

This is a two-hour observation per class.

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

For the new pupils in P1, this screening will also be offered.

The parents concerned will be notified via 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 brings together all the actions carried out to ensure the well-being, friendliness and respect of everyone. It is above all a question of making the school climate serene in order to prevent relational difficulties between pupils.

Related topics around this axis are:

- * Group living
- * Respect for everyone
- * Conviviality
- * Harassment
- * Empathy
- * Kindness
- * Conflict management

These themes can be seen in a transversal way throughout the pupil's schooling, directly in class, but also through more specific projects concerning the whole school.

Since 2019 the school has been involved in the KIVa program. KIVa is a Finnish program to prevent and combat bullying at school.

This program, in addition to dealing with harassment situations, helps to improve the social and school climate and environment at different levels:

- Compliance with the rules
- A rapid and consistent response in conflict resolution
- Community events
- Positive encouragement of good attitudes

2 types of actions are planned:

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

The Kiva team is also present to remind everyone of their roles and to organize Kiva events for the cohesion of the school community (<https://www.eeb3.eu/en/kiva-2/>)

In secondary school, workshops by an external association are offered to students. The themes of these workshops are:

- ✓ Prejudice,
- ✓ Harassment
- ✓ Cyber-bullying
- ✓ Life in a group
- ✓ Suicide prevention

In addition, ad hoc interventions, for example in cases of proven harassment, can also take place. Conferences for parents are also offered.

b) Raising awareness on the use of media and social networks

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 organised:

- A conference for parents
- A workshop for teachers and counsellors on the pedagogical day
- Classroom activities (on request)

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

Axis 3 : Prevention of addictions

a) Prevention of Tobacco, alcohol and illicit drugs

The topics covered are tobacco, alcohol and cannabis.

The aim of prevention is to avoid the risks of consumption by reinforcing the conviction of non-consumers and by getting the student consumers to reflect on their own consumption.

The keys to prevention are:

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

Classroom interventions (S3-S5-S6) and a conference for parents by an external association, as well as by the local police, are organised.

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