

Update: **October 2024**

PREVENTION PLAN FOR PSYCHOSOCIAL RISKS

School year 2024/2025

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INTRODUCTION

Beyond its pedagogical mission, the school also provides pupils with the opportunity to evolve in the learning process in the best way possible. The school context is generally a place of growth and development, but at times can also pupils can also experience stress caused by a number of situations. 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".

Being happy is probably one of the most common dreams human beings have. Feeling well within ourselves is a common desire. In recent years, we have started to talk about well-being much more. In schools, the philosophy of education goes beyond success in examinations and high-quality teaching. A holistic education values the well-being of pupils and staff at school. If a person feels content, self-confident, fulfilled, and respected, then they will most probably perform better educationally at school, or professionally at work.

At our school, over the years, a number of initiatives and projects have been implemented in the area of well-being. The next step is to have a clear policy framework encompassing key areas that are intrinsically linked to well-being. The EEB III Well-Being Strategy will be an over-arching strategy which will include a number of policy or procedural documents that focus on a particular issue and contribute to well-being. This work has started, but there are still a number of policy documents that need to be drafted and published.

Several actions related to well-being of pupils are already in place in the European School of Ixelles.

These include:

- ✓ Anti-Bullying Policy (published)
- ✓ A Good Behavior Policy (published)
- ✓ Living Together Policy for the Secondary Cycle (published).
- ✓ Mobile Devices Policy (published)
- ✓ Educational Support Guidelines (published)

As a school, we also have in place a Hygiene and Security Committee, a Safety and Security Officer, who is also the advisor for prevention and protection at the workplace, school doctor and nurses who work in an infirmary treating medical issues when they arise and offering a prevention service in the form of medical visits for pupils.

An important part of any well-being strategy is psychosocial risk prevention. 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

- ✓ Promote 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 to cope.
- ✓ Work in collaboration with educators to support them in the educational process related to the proposed themes.
- ✓ Inform and raise the parents/legal representatives' awareness so that the message is coherent and widespread. Nevertheless, it should be noted that under no circumstances can the school substitute for parents/legal representatives. The task to educate and raise the awareness of their children on a daily basis is the main responsibility of parents/legal representatives.

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/legal representatives.

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 developed further listed below.

AXIS 1 | MY BODY

MY BODY AND ME

a) 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:

- ✓ Measurement of height and weight
- ✓ Eye test
- ✓ Color vision test
- ✓ Hearing test
- ✓ Medical examination by the school doctor (in accordance with the Belgian school medical inspection)
- ✓ Dental examination by the dentist is scheduled for Primary 3 and Secondary 2.

b) 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 control.

c) Education to the relational, emotional and sexual life

In **primary school**, these topics are 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 organized 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 differences...and along with their similarities.

This intervention concerns all S3 students.

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

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.

LEARNING

a) Prevention of educational difficulties

A. Pedagogically

In the perspective of prevention, a close collaboration is established between members of the pedagogical teams working with the children.

When one or more members of pedagogical staff has a concern regarding a pupil's learning needs, observations and discussions are organized with the support leader of the section within the classroom.

The school psychologist may intervene according to the opinion of the class teacher and the section support leader.

Following these observations and discussions with the class teacher, pupils can join either general support (for specific difficulties), or moderate support with the consultation of the parents.

If difficulties persist, a specific external assessment may be requested so that intensive support can be set up. See the [Educational Support Guidelines](#)

In Secondary, groups of study skills are also organized to help pupils with some learning challenges, from S1 to S7.

B. Speech therapy screening

In order to tackle early potential language difficulties, a speech therapy screening is organized every school year for M2 pupils, and new P1 pupils.

During this screening, the expert will observe oral language, communication and mathematical prerequisites. These different fields will be decisive for future reading, writing and mathematics learning. Concretely, an external speech therapist of each language section, will come to observe and propose specific exercises to the children of Nursery 2 level.

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

Following this screening a report is given to the teachers. If necessary, the class teacher may give the expert's observations and recommendations orally to the parents/legal representatives.

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

C. Psychomotricity screening

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 come, in order to observe and propose specific exercises to the children of Nursery 2 level. This will be a two-hour observation session per class.

Following this screening a report is given to the teachers. If necessary, 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 receive the information at the beginning of the school year

AXIS 2: LIVING TOGETHER AT SCHOOL

a) Living well at school

The concept of living well together 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
- ▶ Empathy
- ▶ Respect for all
- ▶ Kindness
- ▶ Conviviality
- ▶ 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 school has been involved in the **KIVa** program.

KIVa is a Finnish program 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:

- **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.
- Lessons are organized in all classes of primary. In secondary it is organized for S1 and S2 pupils.
- **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.

- [B3-Good Behavioural Policy Secondary Cycle-EN](#)
- [B3-Good Behaviour Policy-Nursery & Primary- EN](#)
- [B3-Anti-bullying Policy-EN](#)

An information meeting for parents on well-being and the Kiva project is held at the beginning of the year.

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. The school also has an ICT Charter for pupils: [B3-IT Charter EN-Pupils](#)

The school also organizes a conference during the year on the use of social media, organized by the association Child Focus, for the parents.

This is part of their webetic program of Child Focus (<https://childfocus.be/fr-be/Formation/Parents-et-grands-parents>)

In secondary, a number of initiatives are taken such as cyber security sessions organized by our Data Protection Officer, Cyberbullying during the Kiva week for S1 and S2, , DataBuzz, etc.

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

AXIS 3: PREVENTION OF ADDICTIONS

a) Prevention of alcohol abuse, tobacco and illicit drugs

The topics covered are alcohol, tobacco and drugs consumption in the secondary cycle.

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 are planned by external experts and the Police of Ixelles for the students (from S3 to S7).

A meeting for parents is also organised.

In addition, ad hoc interventions may also take place.

CONCLUSION

It is to be noted that the school organizes a number of actions and projects aimed at lessening psychosocial risks. Since our interventions depend on external contributors, some modifications may occur during the school year.

Implementing a psychosocial risk prevention plan within our school is essential to ensuring a healthy learning environment conducive to the development of all. By adopting a proactive approach, we aim not only to identify and reduce sources of stress but also to promote the well-being of our students and staff.

Through targeted actions, training, and ongoing awareness, we strengthen our commitment to fostering a positive school culture where everyone feels supported and valued. Together, we share the responsibility of creating a calm school climate in which personal and academic growth can thrive fully.
