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EEB3 | Pupil Mental Health Policy

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1. Introduction and Purpose

A pupil's ability to thrive academically and holistically depends on their overall well-being-physical, psychological, social, and emotional health which provide the foundation for learning and personal growth. Well-being does not imply constant happiness or the absence of challenges; rather, it requires resilience, the capacity to find internal skills and strength to cope with and recover from life's difficulties.

Schools play a vital role in supporting this process by offering holistic programmes that provide pupils with the skills to navigate both successes and setbacks. However, such provision complements, rather than replaces, the primary care and upbringing provided within the family.

At EEB3, the commitment is to create a safe, supportive, and positive environment where all members of the community feel well in their learning and work.

The EEB3 Mental Health Policy seeks to nurture confident, responsible, and resilient students who feel connected to their school, adopting a whole-school approach in line with the Pupils' Well-Being Policy Framework of the European Schools.

Since children spend much of their lives at school, it is essential that education and well-being go hand in hand: feeling good enhances learning, while quality education strengthens self-esteem. EEB3 therefore prioritises mental health both preventively and curatively, ensuring collaboration with the wider environment of each pupil—parents/legal representatives, teachers, and other caregivers.

Our school is committed to creating a safe, supportive, and inclusive environment where every pupil can learn, grow, and thrive. Mental health is an essential part of overall well-being. This policy explains how we promote positive mental health, how we respond when concerns arise, and how we support staff in their role.

2. Whole School Approach

Well-being, resilience and mental health in schools can only be achieved through a whole-system, whole-school approach (WSA). This universal model ensures that all pupils are supported in developing and maintaining both mental and physical resilience. In this context, resilience refers to pupils' ability to adapt positively to challenges, manage stress and adversity, and continue to develop both personally and academically, supported by a nurturing and inclusive school environment.

The aim of having a whole school approach to promoting positive mental health is to reduce risks, strengthen social and emotional competences, foster resilience, enhance self-worth, and create supportive environments that nurture well-being.

Well-being, academic achievement, and social-emotional learning are inseparable and mutually reinforcing. Pupils who are more resilient tend to perform better academically and inversely pupils who face mental health issues are more likely to struggle academically.

3. Definition of Mental Health

Mental health is a positive state of mind and contentment, and it is an essential part of the overall well-being. According to the World Health Organization, mental health is a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn and work well, and contribute to their community. When mental health is strong, individuals are better able to cope with challenges and interact positively with their surroundings, though it is shaped by both internal and external factors.

Mental health is important at every stage of life, from childhood through adulthood. It is not enough to simply preserve it—we must also actively nurture and strengthen well-being.

4. Objectives of the EEB3 Mental Health Policy

The objectives of this policy document are:

- Promote a positive school culture that values well-being and encourages open discussion of mental, emotional, and social challenges.
- Provide a safe and supportive environment for all members of the school community, free from bullying, discrimination, and harm.
- Increase awareness among students, staff, and parents/guardians about the importance of emotional, physical, and mental health.
- Establish transparent procedures that uphold confidentiality, ensure fairness, and prioritise restoring relationships while supporting those affected.
- Strengthen collaboration to provide holistic support and broaden the network of resources available to students.
- Deliver training opportunities for staff and students to promote well-being and resilience, identify signs of distress, and respond effectively—for example, through staff development days and suicide prevention sessions for pupils.
- Offers students the opportunity to benefit from the support of professional psychologists within the school.

5. Common mental health problems

Common mental health problems in childhood and adolescence are, in particular:

- Anxiety Disorders
- Eating Disorders
- Stress-Related Disorders
- Clinical depression
- Suicidal thoughts and actions, and self-harm
- Trauma related disorders
- Neurodevelopmental disorders affecting mental health well-being (ASD, ADHD)
- Substance misuse (secondary age)
- Other forms of psychological ill-being

6. What affects Mental Health?

Mental health is shaped by many factors—some come from around us, and some from within us. The risks and protective factors that influence mental health operate at multiple levels

Supportive Environment

Positive things in a student's environment that may contribute to mental health:

- Encouragement from teachers or trusted adults
- Friends (supportive and inclusive)
- Safe and stable home environment
- Opportunities to enjoy arts, culture, and hobbies leading to a balance lifestyle
- A strong and caring community
- An understanding and open-minded environment

Personal Strengths

Skills and qualities that help students cope and grow:

- Ability to adapt to change
- Social and emotional skills
- Building and maintaining relationships
- Maintain a positive mindset
- Managing emotions in healthy ways
- Ability to identify and to communicate about your personal needs

Personal Challenges

Internal difficulties that may affect well-being:

- Struggling to adjust to new situations
- Living with a disability
- Having a learning difficulty
- Psychological issues
- Having too many responsibilities at a young age
- Spiraling negative thoughts leading to low self-esteem

External Risks

Outside problems that can harm mental health:

- Feeling lonely or isolated
- Unstable or stressful family life
- Experiencing abuse
- Being bullied
- Facing discrimination
- Overpopulation
- Negative environment

7. Prevention

Prevention is better than cure. Mental health issues have been somewhat of a taboo for many years. This is even more so when it comes to children and adolescents. Schools have a role to play in the prevention of the development of mental health issues and the promotion of improving pupil well-being.

While parents/legal representatives remain the main people responsible for the upbringing of a child and are the ones who are responsible at seeing what is best for that child, schools have an educational role in creating awareness about mental health issues.

At EEB3, we recognise that schools have a crucial role in both preventing the development of mental health issues and promoting overall pupil well-being. By fostering an environment that encourages open dialogue and support, we aim to enhance students' understanding and resilience, contributing to a healthier, more supportive school community.

7.1. Positive school climate

The basis for good mental health for students and staff lies in creating a positive and inclusive school environment. The school guides its members to polite, respectful, non-discriminatory and tolerant behavior towards each other. The focus shall be on positive goals, problem solving and well-being.

The school has clear and transparent rules available to all community members (see: Good Behaviour Policy Nursery & Primary cycle and Good Behaviour Policy Secondary cycle

Effective surveillance and the vigilance of each community member towards potential problems are necessary to detect if someone is not feeling well. Our educational advisers, class teachers and subject teachers are very reachable. Every class has a class representative for the students and for the parents, to make communication easier. Teachers, students, and management engage in dialogue, fostering both vertical (management–teacher/student) and horizontal (peer-to-peer) communication. Immediate intervention and guidance can prevent problems from becoming bigger.

7.2. Prevention with Pupils

We aim to build a culture where mental well-being is understood, valued, and supported from the earliest years. This is done through:

- **Well-being education** is integrated into the curriculum (age-appropriate lessons on emotions, relationships, resilience, digital well-being, and healthy habits).
- **Positive school climate** promotes respect, inclusion, and anti-bullying practices.
- **Safe spaces** where pupils can talk to trusted adults (teachers, pedagogical advisors (see Annex I for more information about the work done by advisors), nurses, psychologists and other support staff).
- **Early identification** through regular observation, well-being check-ins, and collaboration between teachers and support teams.
- Peer support **initiatives** such as buddy systems, student ambassadors, or peer mentors (adapted to age groups).
- **Healthy routines** encouraged daily: physical activity, balanced schedules, rest, and reduced stress.

In accordance with our needs and realities, our school implements an awareness raising programme with our pupils each school year. Qualified and experienced professionals are invited to meet with pupils and give an overview of an array of issues related to the mental health of children and adolescents. Such awareness raising sessions also include information on how to strengthen one's capacity to regulate emotions, enhance alternatives to risk-taking behaviour, build resilience when managing difficult situations and promote social support networks.

The following table gives an example of the pupil prevention programme related to mental health at EEB3. This is what is planned for school year 2025-2026 but gives a good idea of the type of prevention programme the school organizes. Changes are made each year in accordance with the needs and provision available.

We have also included the awareness raising sessions we organize for parents/legal representatives.

EEB3 Pupil and Prevention Programme 2025-2026		
Nursery	M1	Respect and Consent
	M2	Psychomotricity Screening (Screening and Speech Therapy)
Primary	P1	Psychomotricity Screening (new students)
	P2	Social Skills
	P3	Mindfulness
	P4	Awareness raising of use of social media
	P5	Sexual Development Education Programme (Evras)
Parent Awareness Raising Sessions	All levels	Prevention regarding exposure to screen time
	P5	Sexual Development Education Programme (Evras)
	All levels	Educational Support
	All levels	Good Behaviour and Anti-Bullying
Secondary	S1	Mindfulness
	S2	Workshop on tolerance/prejudice and discrimination
	S3	Drug Prevention
	S3	Emotional and Sexual Education
	S4	Suicide Prevention
	S4	Drug Prevention
	S5	Drug Prevention
	S6	Mindfulness
Parent Awareness Raising Sessions	S1-S7	Drug Prevention
	To be established	Use of Screen Time
	All levels	Educational Support

It is to be noted that class teachers, psychologists and pedagogical advisors specifically inform pupils where to seek help for different types of situations that may arise. In this way, pupils are informed about where to go if they need to discuss specific issues.

In addition to awareness raising sessions, EEB3 organises a multitude of projects, initiatives and festivities that contribute to a sense of good well-being at school, these include:

- National festivities
- Learning to Learn Programme
- Choir
- Springfest
- Sports Days
- Thematic Days (including Day of Kindness,
- Festivities celebrations including Halloween, Christmas, St Nicholas, etc..
- Grand Chuut (Moments of Silence)
- School Trips, School Outings
- Team building
- Europe Day
- Parent-Teacher Meetings
- Digital badging system
- LGBTQ+ group
- Punctual and targeted "in-class" interventions
- Kiva

We also participate in system projects such as FAMES, Eurosport, the European Science Symposium and others.

7.3. The EEB3 Anti-Bullying Programme: KiVa

The KiVa programme is a well-developed programme that has long been implemented at EEB3. It is the school's key Anti-Bullying programme that also has a strong link to well-being.

This programme includes a series of structured lessons focused on addressing and understanding bullying. These lessons are designed to be delivered by trained KiVa staff members.

See also our school's Anti-Bullying Policy (https://www.eeb3.eu/app/uploads/2022/03/B3-Anti-bullying-Policy-EN.pdf).

Lesson Delivery	The program consists of a variety of lessons that tackle different aspects of bullying. These can be taught by class teachers who have been trained in the KiVa approach or by designated KiVa staff members who have specialised training in delivering these sessions.
Educational Focus	The lessons are designed to raise awareness about bullying, its effects on mental health and overall well-being, and provide strategies for preventing and addressing such behaviour. This educational approach supports a positive and supportive school environment conducive to both positive mental health and general well-being.

Integration	By incorporating these lessons into the regular curriculum, the KiVa program ensures that anti-bullying education and positive mental health awareness are a consistent and ongoing part of students' school experience. KiVa is a specialized educational and preventative program designed to promote the well-being of all students. It follows a structured approach, adhering to specific procedures for which the school is fully licensed.

7.4. Prevention with Parents/Legal Representatives

Parents/legal representatives have the main role and responsibility in ensuring their child develops a healthy mental state. Just as parents are responsible for feeding, clothing, housing and caring for their child, the development of their child's mental health is also of paramount importance.

It is also their responsibility to ensure that their child's life, both within the family and out, is serene and peaceful, which are two conducive elements to developing a sense of well-being. Having said this, parents may at times not be aware of developing issues related to mental health.

Therefore, schools also contribute to sharing knowledge in the form of an awareness raising programme concerning mental health issues specifically for parents/legal representatives. Professionals delivering sessions about different mental health issues may be invited. School professionals who have experience in the field may also be considered for their contribution.

The aim of these sessions should be information sharing, recognition of symptoms, initial first aid and where to seek help.

At EEB3, we support parents/legal representatives in the following way to prevent problematic mental health issues from developing.

- **Clear communication** about school well-being initiatives and available support.
- **Workshops and information sessions** on areas related to mental health.
- **Partnership approach**: parents are encouraged to share relevant information with key educators (such as Deputy Director, Assistant Director, Class Teacher, Pedagogical Advisor, or year level Psychologist, etc.) that may affect their child's well-being.
- **Advice about external resources**

In table 7.2, there are listed examples of the awareness raising sessions that are organized at EEB3.

8. Signs and symptoms of Mental Health Issues

While all pupils may react differently to mental health issues, following are some examples of signs and symptoms that are common.

a. Emotional Changes

- Persistent sadness, hopelessness, or frequent crying
- Excessive worry, fear, or anxiety
- Extreme mood swings that interfere with daily life
- Irritability, anger outbursts, or frustration disproportionate to the situation

b. Behavioral Changes

- Withdrawal from friends, family, or previously enjoyed activities
- Sudden decline in school performance or loss of interest in learning
- Difficulty concentrating, remembering, or staying focused
- Risk-taking behaviors or acting out in unusual ways

c. Social and Relational Difficulties

- Trouble making or keeping friends
- Avoidance of social situations or group activities
- Difficulty communicating feelings or relating to peers and adults
- Signs of bullying others or being bullied

d. Physical and Somatic Symptoms

- Changes in appetite or weight (increase or decrease)
- Sleep disturbances: insomnia, nightmares, or excessive sleeping
- Frequent unexplained physical complaints (headaches, stomach aches) without medical cause
- Fatigue or low energy levels

e. Cognitive and Learning Concerns

- Decline in academic performance despite effort
- Loss of interest in learning
- Trouble following instructions or completing tasks
- Signs of learning difficulties or attention problems

f. Serious Warning Signs

- Expressions of worthlessness, guilt, or self-blame
- Talking about death or self-harm
- Aggressive or violent behavior towards self, peers, or family
- Extreme withdrawal or refusal to engage in daily routines

9. Training for EEB3 staff

As one can conclude from the preceding paragraphs, training of staff is also very important. The word staff is used purposely as opposed solely to teachers. Any member of staff in the school may become the holder of serious information and thus some form of basic training and awareness raising needs to take place.

At EEB3 staff are trained following the publication of a policy in the implementation of the same policy. EEB3 staff will also receive training on where to refer should a pupil have trusted them with a mental health issue or if they have a concern about a pupil.

10. Intervention

At EEB3, we offer several avenues for students to discuss their mental health in a safe, confidential, and supportive environment.

Examples of the professionals available for pupils are:

School Psychologists	The School Psychologists at EEB3 support students' academic, social, emotional, and behavioural development. They: - assess learning difficulties and identify special educational needs. - provide counselling and help students cope with stress, anxiety, or personal problems. - collaborate with teachers, parents, and school staff to create supportive learning environments. - develop intervention plans and monitor students' progress. - promote mental health and prevent behavioural issues. - assist during crises and support students facing challenging situations. - contribute to creating inclusive and safe school communities. - are also members of the Care Team whose members work collaboratively to give advice to teachers and/or management on actions to implement to address concerns related to children's behaviour and emotional well-being.
Educational Support Staff	At EEB3 we have an Educational Support Team in each cycle for students who have recognized special educational needs. The Educational Support Team consists of Coordinators, Section Support Leaders and Support Teachers who support students' learning needs in their IEPs for teachers to adapt instruction, provide direct support through one-on-one or small group sessions, and engage with families to keep them informed. The team monitors progress and adjusts support as needed to ensure students achieve their educational goals.
Pedagogical Advisors	The Pedagogical Advisors (in the Secondary Cycle) play a key role in ensuring the academic and personal development of students. They also facilitate communication between teachers, students, and families, promoting a positive school environment.
Medical Service	The school offers a medical service for first aid and annual health check-ups. Our team consists of 5 nurses, a school doctor and a school dentist service. The Medical Service also assists with managing chronic conditions and medications. They work in conjunction with the parents / legal representatives of our students.
Kiva Coordinators and teachers	(see below)
Cycle Coordinators	In the secondary cycle, we have two Cycle coordinators who cater for students' academic needs mainly in terms of subject choices.
Class teachers	The Class Teacher at EEB3 oversees students' academic and personal development. They maintain contact with students and parents, monitor progress, and address concerns. Additionally, they act as a liaison between subject teachers and families, ensuring student well-being and smooth integration into the school.
Religion/Ethics Teachers	The school offers Religious Education and Ethics lessons which foster emotional and mental health by encouraging students to reflect on personal values, empathy, and ethical decision-making. These lessons create a safe space for discussing moral and spiritual challenges, promoting resilience, compassion, and self-awareness.

Physical Education	Physical Education (PE) plays a crucial role in promoting students' physical and positive mental health. Through regular physical activity, students learn the importance of maintaining a healthy lifestyle, reducing stress, and enhancing overall mood, all of which contribute to their mental and emotional resilience.
Nursery Assistants	The Nursery Cycle Assistant, working closely with the class teacher, ensures the smooth operation of daily activities, facilitates the children's holistic learning and development, and contributes to their overall educational experience. Additionally, together with the class teacher, they promote the well-being of children by fostering a positive emotional climate, encouraging healthy social interactions, and supporting their physical and mental health through structured play, mindfulness activities, and attention to individual needs.
Educational Support Assistants	Some students may benefit from the services of an Educational Support Assistant who is present regularly in class. This assistant works closely with teachers. They also promote the well-being of pupils by fostering a positive climate in class.

Information about mental health issues can be disclosed in several ways, including:

a) A pupil may have a concern about a mental health issue.
b) Pupils may also open up with parents who may then seek help from the school.
c) A pupil may show signs of mental health issues without opening up but the signs cause concern to a member of EEB3 staff.
d) A pupil's friend/s may have concerns about their peers in terms of mental health issues.

Therefore, whatever way the information is relayed, it is important to know the intervention procedures of how to manage a worrying situation related to mental health and as much as possible recognise any concerning signs.

EEB3 also has a Care Team in each cycle where pupils' needs are discussed, and a coordinated way forward is found.

The **Care Teams** are composed of:

- Deputy Director
- Assistant Deputy Director
- School Psychologists
- Educational Support Coordinators
- School Nurse (if necessary).

Our school psychologists also have a very crucial role in dealing with such realities both in terms of supporting individuals but also work with entire classes and/or groups of pupils who are affected by such realities.

Pupils are encouraged through their contact with psychologists, educational advisors and teachers to seek support when needed. They are encouraged to report any mental health concerns or challenges they are experiencing, either personally or concerning their peers, to the appropriate staff member. Parents who are concerned about their child's mental health may also discuss the matter with the above list of professionals working in the school.

11. Duty of care/Duty to refer

Following is the referral system to be used by pupils, parents or EEB3 staff in cases where mental health issues are suspected.

11.1 Nursery/Primary Cycle

If a member of staff is in possession of information or has a strong suspicion of a serious mental health issue of a child in the nursery/primary cycle, the member of staff should refer the case to a member of the CARE Team (Deputy Director, Assistant Deputy Director, School Psychologist and Educational Support Coordinator.
If a nurse or doctor is needed, they will be consulted). Once the details of the situation have been shared and understood, the school psychologist will draft a plan of action. This may include class observation, gathering of information and/or immediate referral to parents. If there is an urgency regarding the situation, the parents/legal representatives must be informed immediately.
In case of a possible health urgency, the medical services may need to be brought in urgently.
In very serious and urgent situations, the Assistant Deputy Director and the Deputy Director of the cycle will be informed. The Deputy Director of the Primary cycle will keep the Director informed.

11.2 Secondary Cycle

If a member of staff is in possession of information or has a strong suspicion of a serious mental health issue of a child in the secondary cycle, the member of staff should refer the case to the Educational Advisor and/or year group school psychologist firstly.

The Educational Advisor/School Psychologist will evaluate the situation. Certain actions may be necessary at this level such as observation, speaking with the pupil concerned etc.
There may be cases where the Educational Advisor may need to refer to the school psychologist. Once the details of the situation have been shared and understood, the school psychologist will draft a plan of action. This may include class observation, gathering of information and/or immediate referral to parents. If there is an urgency regarding the situation, the parents/legal representatives must be informed immediately.
In case of a possible health urgency, the medical services may need to be brought in urgently.
In very serious and urgent situations, the Assistant Deputy Director and the Deputy Director of the cycle will be informed. The Deputy Director of the Secondary cycle will keep the Director informed.

12. EEB3 Psychological Services

At some point in life, everyone may need the support of a mental health professional. Contacts with school psychologists can be made either directly by contacting the psychology services (see Annex II) or through counsellors, teachers, or another member of the school staff.

It is important to note that this service is completely free of charge and, above all, confidential.

13. Tragic Events and suspected Suicide

In the unfortunate circumstances that a person commits suicide, our school implements a Tragic Events procedure so that a certain protocol is followed to ensure appropriate sharing of information with the school community and psychological support for pupils and staff.

All actions taken are discussed with the parents of the pupil first as wishes of how to handle the situation may differ from family to family.

At EEB3, we have a suicide prevention policy which details the prevention measures, and intervention actions that are implemented in such circumstances. The policy can be found on this link: https://www.eeb3.eu/app/uploads/2026/11/B3-Suicide-Prevention-Policy-EN.pdf

14. Confidentiality

Confidentiality will always be respected. It may only be breached in the following circumstances, after informing the student. In such circumstances, information will be shared on a need-to-know basis, and in accordance with safeguarding procedures.

Harm to Self	If a pupil discloses information suggesting they may be at risk of self-harm or suicide, confidentiality will be breached to ensure their safety and provide appropriate support.
Harm to Others	If a pupil reveals information indicating a risk of harm to others, staff members are obligated to act to prevent potential harm and ensure the safety of all individuals involved.
Harm Being Done to the Pupil	If there is information about abuse or harm being inflicted on the pupil by others, staff members must report this to appropriate authorities to safeguard the pupil's well-being.

15. Conclusion

Our school believes that mental health is a foundation for learning, personal growth, and healthy relationships. By promoting well-being from nursery through secondary, we aim to create an environment where every pupil feels valued, supported, and able to reach their full potential.

This policy reflects our commitment to building a community where emotional safety and respect are part of everyday school life.
We recognise that supporting mental health is a shared responsibility. Pupils, parents, and staff each play an important role in creating a culture of openness, understanding, and early support.

Through strong partnerships with families and collaboration with external professionals when needed, we ensure that no pupil faces challenges alone. Our approach is proactive, compassionate, and grounded in evidence-based practice.

Finally, this policy is a living document. We will continue to review and improve our practices in line with new research, evolving needs, and feedback from our school community. By working together, we can ensure that our school remains a place where well-being is protected, difficulties are addressed with care, and every member of our community can thrive.

16. Annex I

Educational Advisors are often among the first professionals to notice changes in students' mental health and well-being. Through their regular contact with students, teachers and parents, they develop a broad understanding of students' academic, social and emotional development. This enables them to identify emerging concerns and provide initial support, while working closely with the school psychologist and other relevant professionals.

In this context, Educational Advisors can contribute to a culture of prevention by promoting awareness of mental health and well-being, strengthening students' social and emotional skills, and creating opportunities for connection, participation and self-expression. This may include interventions on topics such as stress, anxiety, bullying, healthy relationships and help-seeking, as well as other initiatives that foster resilience, emotional regulation and a sense of belonging. Communication campaigns can also help reduce stigma and make mental health support more visible and accessible.

Their regular contact with students also places Educational Advisors in a strong position to support early identification. By monitoring attendance, punctuality, academic engagement, motivation, social relationships and by bringing together relevant observations from teachers and parents, they can detect emerging difficulties and respond at an early stage. They can provide a listening ear and appropriate initial guidance, particularly to students experiencing transitions, such as joining a new school, changing educational pathways or returning after a prolonged absence. While they are not expected to diagnose or treat mental health difficulties, they can determine when further support may be needed and facilitate referral to the appropriate professional.

This role requires close collaboration with school psychologists, teachers, families, the infirmary and student representatives. Regular communication, appropriate information-sharing and clear referral pathways can help ensure a coordinated response to students' needs. Educational Advisors can also bring students' perspectives to the wider school community and help identify school-related factors that may affect well-being, such as academic pressure, bullying, social isolation or difficulties with integration.

Overall, Educational Advisors can play an important role in creating a supportive school environment in which prevention and early identification are part of everyday practice. By being accessible and attentive to students, promoting well-being and social-emotional development, and connecting students with appropriate support when needed, they contribute to a more responsive and preventive approach to mental health across the school community.

17. Annex II

Contact information of School Psychologists

Anne-Sophie GENICOT Psychologue Maternelle-P1-P2-P3	02/629.47.68	anne-sophie.genicot@eursc.eu
Margaux GUEDJ Psychologue P4-P5-S1	02/629.47.82	margaux.guedj@eursc.eu
Marie-Charlotte VAN DER MERSCH Psychologue S2-S3	02/629.47.86	marie-charlotte.van-der-mersch@eursc.eu
Monique DAMGAJIAN Psychologue S4-S5	02/629.47.54	monique.damgajian@eursc.eu
Suzanne NIMAX **Psychologue** S6-S7	02/629.47.73	suzanne.nimax@eursc.eu

Contacts are also available on the school website: www.eeb3.eu