

EUROPEAN SCHOOL KARLSRUHE

Nursery & Primary & Secondary

*version:
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Social Climate Policy

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Introduction and Aims

“Educated side by side, untroubled from infancy by divisive prejudices, acquainted with all that is great and good in the different cultures, it will be borne in upon them as they mature that they belong together. Without ceasing to look to their own lands with love and pride, they will become in mind Europeans, schooled and ready to complete and consolidate the work of their fathers before them, to bring into being a united and thriving Europe.” Marcel Decombis

These words express the essential aims of all of the European Schools.

Introduction

The Social Climate policy of ESKAR sets out our aims and provides a full set of guidance for all members of staff, pupils and parents including the measures put in place to promote the desired social climate of our school.

The policy is aligned with the general aims of the European Schools: to foster tolerance, co-operation, communication and concern for others throughout the school community and beyond.

Aims

Our aim is to create a culture of learning, where children are enthusiastic, motivated and ambitious. We recognise that the personal development of pupils, morally, socially and culturally plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that presents pupils with opportunities to explore and develop:

- their own values and beliefs
- high standards of behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of cultures

We encourage mutual respect, support and collaboration between adults and children, both within the school and the wider community.

We believe that it is important to provide a secure, caring and stimulating environment for all our children, thereby promoting a sense of pride in our school. We believe that pupils achieve most when parents and school value and respect each other and work together towards the same goals.

By following this policy, our aim is that all people at school:

- feel safe
- can work in a peaceful and productive environment
- are sure to receive the best possible support
- respect and treat others in the same way as they want to be treated
- identify and confront inappropriate or threatening behaviour, abuse and intimidation
- will not stand aside or look away when encountering inappropriate behaviour
- react to situations in an appropriate way
- will stand together as part of the community
- act as responsible members of the school community
- act as an example for others

1.

**To promote a positive social climate
in the KG/GS**

1.1. Measures to promote a Positive Social Climate

We encourage mutual respect, support and collaboration between adults and children, both within the school and the wider community.

We encourage a positive social climate by:

- holding regular Harmonic Tower assemblies
- the children participating in the Waldklassenzimmer
- organising a Project Week and intersectional activities
- taking the children away on Green Week (residential trips away)
- involving the pupils in discussions about their school by holding regular class and school council meetings, from class 3 up
- having Biotop lessons
- encouraging the children to think about how they can positively impact the lives of others
- encouraging cooperation, friendship and respect between the children through activities within classes, sections, year groups and partner classes
- having clear expectations of good behaviour and positive attitudes. The Golden Rules are discussed with the children and displayed in and around the school
- discouraging unsociable behaviour by promoting mutual respect between all members of the school community
- encouraging children to take responsibility for their own actions as well as to understand and respect others
- promoting positive and healthy relationships in school
- all staff praising good behaviour
- being positive role models
- offering guidance to children, including praise and encouragement
- offering a curriculum designed to motivate and engage every child
- organising work areas in order to facilitate safe and independent learning

In order to create a positive social climate in our school, the community members are committed to work for it.

For the children, this means following and respecting the school's Golden Rules.

The staff will ensure that they:

- reinforce that children do not have to be friends with everyone, but that they must be respectful of others' feelings and be kind to each other
- promote positive behaviour in school at all times
- maintain clear expectations
- regularly praise positive behaviour
- take time to build relationships with children
- enable children to develop self-esteem
- are aware of the safety of children
- communicate any issues or concerns with relevant staff and parents
- have a consistent approach and follow school procedure when dealing with inappropriate behaviour

- promote a positive climate in class, including time for dialogue and reflection
- teach children in a calm and positive environment
- receive parental support to manage behaviour and aid learning
- are treated in a professional and respectful manner by other staff, parents and pupils
- are free from inappropriate or threatening behaviour, abuse and intimidation
- receive regular training

The success of this policy is also dependent on the consistent cooperation of all parents. Therefore, we expect that parents:

- fully support positive behaviour in their children through praise and encouragement
- actively discuss the Golden Rules and Home School Agreement with their children and sign it
- inform the school privately of any issues or concerns which may affect their children's behaviour in school
- treat all staff with professional courtesy
- cooperate with the school when behavioural concerns are identified

1.2. KG & Primary Golden Rules

In the Autumn Term of 2018 we launched our school Golden Rules which are simple and universal.

All elements of our Social Climate policy, Home-School Agreement, playground rules and individual classroom rules align to our Golden Rules.

- **We behave and work well together**
We behave in a way which allows everyone to work and play in harmony.
- **We are respectful and polite**
We talk and behave in a polite and respectful manner.
- **We keep our hands and feet to ourselves**
We solve problems with words. We treat others as we would like to be treated.
- **We walk, we don't run**
We move quietly and sensibly around the school.
- **We look after our school**
We take care of our school, personal property, work and displays.



Definitions of the Golden Rules

Pupils at the European School Karlsruhe have the right to an education which offers them every opportunity to attain their full potential. The management, teaching staff and support staff are here to create the circumstances to allow this to happen. The whole school community assists in this process.

The following table sets out, in simple terms, examples of behaviour we expect to see if the children are following the Golden Rules in every aspect of school life.

Golden Rule	Examples of expected behaviour
We behave and work well together We behave in a way which allows everyone to work and play in harmony.	• Always try your best in class. • Complete all homework on time and to the best of your ability. • Work well with other children in your class or group. • Listen to and follow instructions carefully from teachers and supervisors. • Play fair and treat others with care. • Eat your lunch quietly and calmly.
We are respectful and polite We talk and behave in a polite and respectful manner.	• Respect yourself, fellow pupils, teachers and other adults. • Respect the people of other cultures and nationalities. • Show tolerance towards others. • Be friendly, co-operative and share nicely. • Greet others and answer when spoken to. • Use friendly, appropriate language. • Say "Please" and "Thank you". • Deal with problems by talking to others. • Listen to your classmates and wait for your turn to speak. • Take responsibility for your words and actions.
We keep our hands and feet to ourselves We solve problems with words. We treat others as we would like to be treated.	• Play safely. • Treat others as you would like to be treated. • Deal with problems by talking to others.
We walk, we don't run We move quietly and sensibly around the school.	• Walk inside school buildings quietly and calmly. • Enter and leave classrooms, the sports halls and the canteen quietly and sensibly. • Line up and wait in a calm manner before the school day begins and after breaktimes.
We look after our school We take care of our school, personal property, work and displays.	• Look after your own equipment; pencil case, PE kit etc... • Respect your own and other people's property. • Take care of and show responsibility for our playground. • Bring in all the things you need for your lessons. • Keep your classroom and school tidy. • Tidy and clean up after yourself.

The following behaviour is always unacceptable:

- Bullying or threatening behaviour either online or in person
- physical violence
- vandalism
- using bad or insulting language
- using/ bringing dangerous items (such as matches, sharp items e.g. knives etc.)

Please note that this list is not exhaustive.

1.3. Guidance for Behaviour Management

When children are unable to follow the Golden Rules, the school aims to take consistent and fair action, across all language sections. In order for appropriate action to be taken, incidents are dealt with on an individual basis. Examples of inappropriate behaviour and possible consequences are listed below, but it is not possible for the examples given to be exhaustive. Teachers may develop their own systems in class for promoting positive behaviour in accordance with the aims of the school, but the following framework for handling problems should be applied consistently.

At the beginning of the school year children and parents are informed about the school's Golden Rules and Home-School Agreement. Within the Kindergarten Department, the parents are asked to sign a class document agreeing to the content of the Home-School Agreement both for themselves and on behalf of their children. This will happen at the start of each school year or when the child joins the class, should this be later in the year. At the point of entry into the Primary School, all parents and children sign an individual copy of the Home-School Agreement which is then held centrally through the child's time in the Primary School.

In all aspects of school life, emphasis will always be placed on the celebration, frequent praise and positive reinforcement of good behaviour and the following of the Golden Rules. Teachers and support staff promote positive behaviour by being good role models.

If parents have any concerns regarding their child, they should contact the class teacher. The teacher will provide a response confirming that the school is aware of their concerns. After the school has looked into the situation the parents will be informed that action has been taken. Please be aware that no details of specific actions, relating to other children can or will be given.

The school will take into consideration the past behaviour of a child before deciding on a consequence for their current inappropriate behaviour. This may escalate the child's punishment depending on what has happened previously. Examples of such instances are:

- A child has already been given a warning but continues to use similar unacceptable behaviour.
- A more serious incident occurs that leads to greater disruption in the classroom or playground.
- A child who has received a further warning continues to use similar unacceptable behaviour.
- A child has received multiple warnings but continues to persistently disrupt school life.

The following table shows examples of inappropriate behaviour and their possible consequences:

Examples of Inappropriate Behaviour	Examples of Possible Consequences (please note that these are not hierarchical)
Not staying focused on learning in class. Moving noisily and irresponsibly around the school (e.g. running). Making it difficult for everyone in the class to learn and for the teacher to teach. Not using good manners (unkind words, pushing). Not respecting the property of others (including the school). Behaving in a way that is dangerous. Showing no respect for others. Deliberately hurting another child through actions or words. Using bad language or insulting others in front of peers, teachers or other staff. The child is violent or acts in a dangerous way. The child is abusive or threatening. The child makes a racist remark. Any other incident at the discretion of school director.	Verbal warning (identify the behaviour, say what you want to improve). Additional time for reflection or discussion with the teacher. Child moved away from peers. Child asked to make an apology and to guarantee not to do the same again. Child sent out of the class to work for a fixed period in a neighbouring class. Loss of playtime. Community service. Excluded from some activities or recreation time. (e.g. excluded from day trips or Green Weeks). The class teacher will inform the parents of incidents that occur.* Child completes a Reflection form.* Meeting between teacher, child and parents to discuss the inappropriate behaviour and to agree targets for improvement. Parents are advised of the incident by letter from the school director, a copy is kept on the child's file for reference. Parents, teacher and school director meet to discuss the serious situation. Discipline council. Temporary exclusion from classes. Temporary exclusion from school *copies kept on the child's file for reference.

Appendix 1:

Home-School Agreement

As a parent/carer, I/we will:

- Help in fostering good behaviour and discipline, including the upholding of the school rules.
- Respect the school's policies and guidelines.
- Develop my/our child's understanding and ability to be responsible and self-disciplined, enabling him/her to become an effective member of our school community.
- Be respectful to other adults and children.
- Promote and have high expectations of behaviour and attitudes towards learning.
- Attend meetings to discuss my child's progress.
- Make the school aware of any concerns or problems that might affect my child's work or behaviour.
- Share any worries privately with the class teacher in the first instance.
- Support and encourage my child in homework and other opportunities for home learning.
- Inform the school of any medical needs my child may have.
- Ensure my child attends school regularly and arrives punctually.
- Provide an explanation if my child is absent.
- Make sure my child comes to school wearing weather appropriate clothing and that Sport kit is brought into school on the correct days.
- Ensure that my child comes to school ready to learn by being fit and well, having had enough sleep and having eaten breakfast.
- Keep the school informed of where to contact us in an emergency and provide up to date contact information.



Signed.....

ESK Kindergarten & Grundschule Home-School Agreement



**ESK Nursery & Primary
Home-School Agreement**



We wish to promote a culture of learning, where children are happy, enthusiastic, motivated and ambitious. We encourage mutual respect, support and collaboration between adults and children, both within the school and the wider community.

We believe that it is important to provide a safe, caring and stimulating environment for all our children, thereby promoting a sense of pride in our school. We believe that pupils achieve most when parents and school value and respect each other and work together towards the same goals.

The aim of our Home-School Agreement is to ensure that all parties involved understand and accept their roles and responsibilities.

As a school we will:

- Respect children as individuals – their rights, values and beliefs.
- Promote and have high expectations of behaviour and attitudes towards learning.
- Encourage good relationships and model high standards of respect and responsibility.
- Provide a happy, safe, and stimulating learning environment. Any form of anti-social behaviour or bullying will not be tolerated.
- Strive to promote each child's health, safety, happiness and feelings of confidence, self-worth and belonging.
- Provide a broad and balanced curriculum and endeavour to meet the needs of individual children and their learning styles.
- Encourage each child to do their best at all times and achieve their full potential.
- Encourage children to take care of their belongings and surroundings.
- Let parents know about any concerns or problems that affect their child's work, behaviour, attendance and punctuality.
- Arrange meetings with parents to discuss their child's progress when required.
- Keep parents informed about school matters and events.
- Always be willing to listen to the concerns of parents and endeavour to come to a solution.



Signed.....

ESK Nursery & Primary Home-School Agreement

As a child I will:

- Follow our school's Golden Rules and my class rules.
- Respect the feelings of others.
- Treat others as I would like to be treated.
- Be polite, honest, helpful and considerate to others.
- Accept responsibility for the things I do.
- Do all my class work and homework as well as I can.
- Ask for help if I need it either in class or at breaktime.
- Listen carefully to everyone and carry out instructions with care.
- Be a good role model for other children.
- Remember to bring the things I need to school.
- Walk inside school buildings quietly and calmly.
- Keep the school free from litter and take care of school property.
- Do my best to keep myself and others safe both in school and on trips or visits.
- Remember that I represent my school when on school trips or visits.



Signed.....

ESK Nursery & Primary Home-School Agreement

Appendix 2:

Reflection Forms & Incident Reports

This form has been sent home with your child because of an incident that has happened in school. Please speak to your child about what has happened, help them to complete this form and return it to school tomorrow.



Reflecting on my actions - P3, P4 and P5

My name: _____ My class: _____

I didn't follow the Golden Rules. I realise what I did was wrong and I will ensure that it will not happen again.

1 - This is what happened, including my own actions.

e.g. I was involved in a fight. In the fight I hurt another child. I was angry.

2 - The impact of my behaviour (on others, on property or on myself).

e.g. I lost control of my feelings. I was physically hurt. The other person was physically hurt. The school had to spend a lot of time sorting things out. My parents were upset.

3 - What I must do to put things right.

e.g. I will apologise orally, write a letter or do something kind for this person to apologise for my actions.

4 - What must I do to change my behaviour in the future?

e.g. I will take time to calm down. I will stop fighting with others. I will find peaceful solutions to problems with other children.

Date ____/____/____

Parents' signature

Teacher's signature

Pupil's signature

Director's signature

Reflecting on my actions - P1.P2

My name: _____ My class: _____

I didn't follow the golden rules. I am ready to think about what happened with an adult. Together, we will look for ways to improve my behaviour.

How I felt when it happened ? _____

What happened ? Draw and/or explain in your own words.

Draw and/or explain why it is a **problem**. Ex : someone has been hurt, something has been damaged/broken, a child is unhappy, ...

What can you do to 'fix' the situation ? Ex : apologise, draw a picture or clean up the mess you made.

If you have this problem again, how **will you react** ? ex : I will go and get an adult, I will remind myself to stop, I will take a deep breath to calm myself, ...

This document was completed by the child concerned with the help of a teacher

Signatures :

Pupil	Teacher	Parents	Director



Behaviour Relection Sheet

Name:

Date:

This is what I did:

.....

.....

.....

This is how I felt at the time:



sad



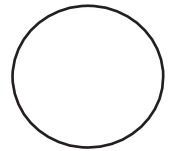
tired



angry



confused



What I did was wrong because:

.....

.....

.....

Next time I will:

.....

.....

.....

I apologised for my actions: yes no

Form scribed by: _____ Role: _____ Signature: _____

Signature Parent/Guardian: _____ Date: _____

2.

**To promote a positive social climate
in the Secondary**

2.1. Measures to promote a positive school climate in the OS

A positive school climate helps students feel socially, emotionally and physically safe in their school and supports their academic and social development. Hence, the promotion of a positive school climate is a priority for the school. The engagement of all members of the school community, although different groups have different roles and perspectives, is crucial for successful school improvement.

In general, we encourage a positive social climate by promoting mutual respect between all members of the school community and by praising good behaviour and discouraging unsociable behaviour.

The school offers a guidance/mentoring system to the students by all members of the staff but particularly by:

- The class teacher and
- The educational advisers

The school also puts in place different actions, planned annually and regularly during the year, aimed at promoting a positive school climate:

- Transition activities P5-S1
- Implementation of the Buddy system for newcomers
- Sexual education program (S3)
- Drug prevention program (S1-S3)
- Prevention program “New Media” (S1-S4) (Police Baden Württemberg)
- Organisation of charity activities (Burundi run)
- Organisation of activities or various cultural events bringing pupils together EuroStar
- Organisation of team building activities, which includes school trips and project days

In order to make it clear of what is expected from the pupils and the members of the staff, the school has rules and community guidelines, which are based on mutual respect and the necessary solidarity amongst all members of the school community, and they imply respect for personal values without regard to function, age, colour, creed or nationality.

School rules and community guidelines

In order to guarantee a positive social climate, it is required that parents and members of the staff:

- fully support positive behaviour by praising and encouragement
- immediately inform the school of any issues or concerns which may affect pupils’ behaviour in school
- work together with the persons in charge at school when concerns with behaviour are identified.

The school has already established a procedure to deal with disciplinary issues (Guidance for Behaviour Management)

2.2. Community Guidelines

- We always behave respectfully and politely to ALL members of our school community.
- We are responsible for creating an atmosphere that allows for learning in classrooms and throughout the school building. That means: no running, shouting, playing cards etc.
- We are on time for lessons.
- We keep the corridors and stairways free of personal property (schoolbags etc.). These are passageways and also emergency exits.
- During free lesson times students must remain quietly in the foyer on the ground-floor. During the lunchbreaks (periods 5 & 6) pupils should go outside except in inclement weather. Those wishing **to work** may do so quietly in the Perma, in the library or, for S5-S7, in the study room C025. Due to limited capacity, if these areas are full, pupils may **work quietly** in the foyer.
- We take care of our personal belongings and respect the property of others.
- We keep the school clean and put litter in the bins provided.
- Students do not use electronic devices, with the exception of calculators, inside the school building and the secondary courtyard, unless supervised by subject teachers.
- School is a drug free and non-smoking zone. ZERO TOLERANCE
- In the canteen pupils always follow the instructions given by the supervising staff. After eating leave the tables, chairs and floor clean and return trays to the rack provided.
- When using school transport or public transport we respect the driver and other passengers by keeping noise to a minimum. On entering and leaving the transport, we always behave respectfully towards others.

2.3. Guidelines for behaviour management

At the beginning of the school year pupils and parents are informed and discuss the Community Guidelines and the School Rules. They are also informed of possible consequences for negative behaviour.

Teachers should always implement strategies to promote positive behaviour. Nevertheless, when pupils are unable to follow the School Rules the school aims to take consistent and fair action, across all language sections. The following framework, which describes how problems are dealt with, should be applied consistently.

Incidents are divided up into three stages. These stages are defined below, but it is not possible for the examples given to be exhaustive.

Behaviour	Possible Consequences/Measures	Person responsible for application of measures
Stage 1 Making it difficult for everyone in the class to learn and for the teacher to teach Not using good manners. Not or that of the school Behaving in a way that is potentially dangerous. Showing lack of respect for others	Inappropriate behaviour is identified Remind pupil(s) involved about the rules of good behaviour. Communicate clearly to the pupil in which way they should improve. If needed, the pupil is asked to make an apology and to guarantee not to do the same again. If necessary, this can be done in writing and the letter kept in pupil's file. Measure (s) The pupil is given a verbal warning Pupil may be moved in class so that they complete their written work on their own, not sitting with their peers. Parents/guardians are informed in writing about the incident (s)	Any member of the teaching staff and the pedagogical and administration team, who notifies this kind of behaviour. Class teacher and educational advisor after discussion with the Deputy Director
Stage 2 A pupil has already been given a Stage 1 warning but continues to use similar unacceptable behaviour and not respect the school rules. OR A pupil is deliberately and repeatedly violent to other pupils or attacks them verbally (including use of social media). A pupil uses bad language or insults in front of peers, teachers or other staff or shows disrespect towards others cultural or religious identity.	The child may be asked to complete an activity that benefits the school community or given extra work related to the incident (e.g. completes a reflection form to consider their behaviour more closely) The child may be excluded from some school activities. A warning letter is sent home to advise the parents of the behaviour and a copy is kept on the child's file for reference. The parents are asked to school to meet with the teacher and child to discuss the behaviour and to agree targets for improvement.	Class teacher and educational advisor after discussion with the Deputy Director
Stage 3 A pupil has received a Stage 2 warning letter but continues to persistently disrupt school life OR	Further disciplinary measures are proposed to the Deputy Director. Proposed disciplinary measures are discussed and a decision is taken	The Deputy Director after discussion with class teacher educational advisor

The pupil is violent or acts in a dangerous way against other pupils or members of the staff. The pupil is abusive or threatening The pupil makes a racist remark OR Any other incident, which can be considered as requiring action corresponding to this stage, at the discretion of the deputy director.		
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Recording of the incidents

In all cases of inappropriate behaviour incidents are recorded in the school discipline logbook (administered by the educational advisors). This will include the incident, time, place and persons involved. The educational advisor(s) will inform the relevant class teachers (s) about the incident or *vice versa*. If needed, evidence is gathered in written form from the persons involved or who witness the incident.

Information about pupils recorded in the school discipline logbook is shared and discussed during the class councils (1st & 2nd Semester). The class council can decide if a pupil's stage should be downgraded. The use of the school agenda is obligatory and should be used consistently. Any minor incident should be recorded at the space provided. Parents have to check and sign at the end of each week if any incidents are reported.

Disciplinary measures applied in case of inappropriate behaviour/breaking the school rules:

- Verbal reprimand
- Extra assignments/work,
- Withdrawal of a yellow/green school identity card;
- Service for the school community;
- Being deprived of free afternoons;
- A written warning;
- Temporary exclusion,
- Convention of the disciplinary council

The list is not explicit and other pedagogical measures may be decided.

Important notice for all cases of inappropriate behaviour:

Before parents/guardians are informed in writing about the incident the pupils involved are asked and given time to inform them themselves. Information concerning the incident is communicated only to staff/parents related to the pupils involved

2.4. Care Team

1. Introduction

It is extremely important that our school can support individual students who are experiencing various mental health issues to a varying degree.

The benefit of creating a dedicated team, called CARE TEAM, of invested individuals from the staff and other relevant stake holders is to have a 'visible' and 'organized' approach to dealing with challenges of mental health.

2. Role and goal of the Care Team

The Care Team provides a visible structure and entry point for all members of the school community in promoting issues of well-being and supporting vulnerable students in both short-term crisis and long-term issues relating to mental health.

It is the duty of every teacher in the school community to care for and support students. With the creation of the CARE TEAM, we take a whole school approach which means that issues of care and support are a collective responsibility.

Teachers need to feel that they are not isolated and alone and they need help in knowing ways to approach working with students.

The goal of the Care Team is to put the student in the center and ensure they are listened to, not necessarily to solve their problems but to show compassion and understanding.

In times of crisis, referrals to the Care Team and actions taken need to be quick.

3. Tasks and Responsibilities of the CARE TEAM

- Act as a reference for other members of the school community, (class teachers/parents), in issues related to mental health and wellbeing.
- Meet regularly to discuss individual cases in a confidential manner as well as to plan other activities of the group.
- Where needed, provide informal support for specific students in the form of mentoring.
- Where needed, act as a the 'key member of staff' to liaise with parents, health care professionals and other members of the school community about specific students.
- Promote mental health issues within the school community. These would likely include LGBTQ bullying, suicide, anxiety and depression
- Create and promote material to display around the school buildings.
- Organize and deliver workshops for pupils and teachers each year.
- Develop school policy documents related to mental health issues.

4. Organization of the CARE TEAM

The CARE TEAM is organized in two branches:

- a) The CARE TEAM – ACTION BRANCH
- b) The CARE TEAM – CONTACT BRANCH

The ACTION BRANCH is a 'core unit' of key staff tasked with meeting regularly (at the minimum once a month) to monitor, review, refer and agree support for individual students.

Members of the CARE TEAM – ACTION BRANCH:

- Deputy Director OS
- School nurse
- School psychologist
- Educational advisors
- Educational support coordinator
- A specialized teacher

The aims and the actions of this branch are:

- Review individual cases in a confidential environment.
- Discuss provision of support for students highlighted by members of the school community as being 'at risk' or encountering a wide array of mental health issues.
- Create action plans for future provision for individual students.
- Work closely with the school psychologist and nurse on aspects of mental health education and provision.
- Plan, organize and deliver ESK well-being activities.
- Establish a calendar of events for the school community.

The CONTACT BRANCH is constituted by two teachers representing each language section who act as 'antennae' in helping to identify and refer individual students and who can be also involved in an ESK 'well-being' education program.

The aims and the actions of this branch are:

- Contact, listen and help 'at risk' students within the section
- Communicate with members of the 'Action Branch'
- Create a flow of information within the school community.
- Contribute to the development and delivery of an ESK well-being program of educational, awareness-creating and prevention activities for students in each Cycle.

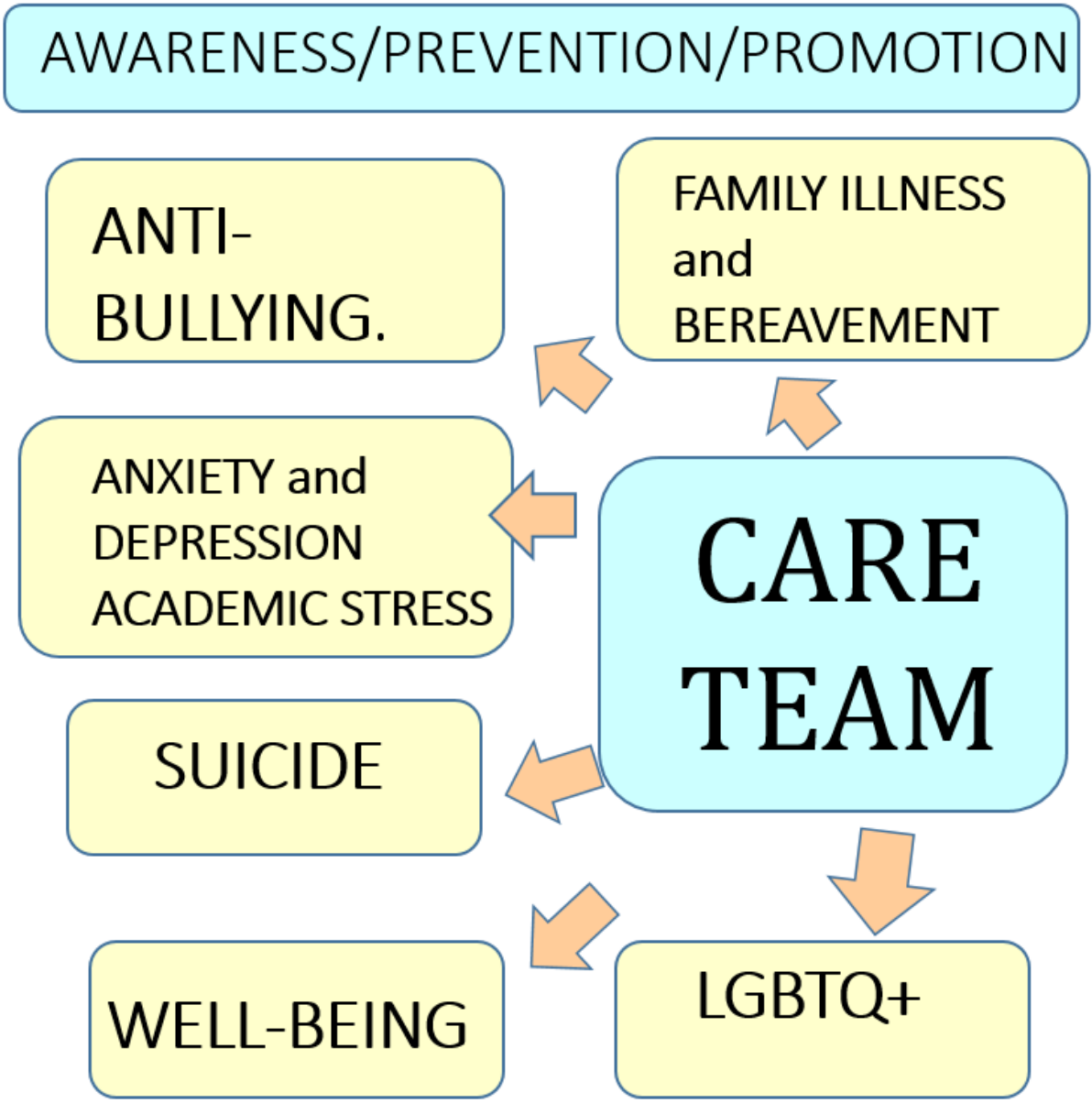
5. Priorities of the CARE TEAM:

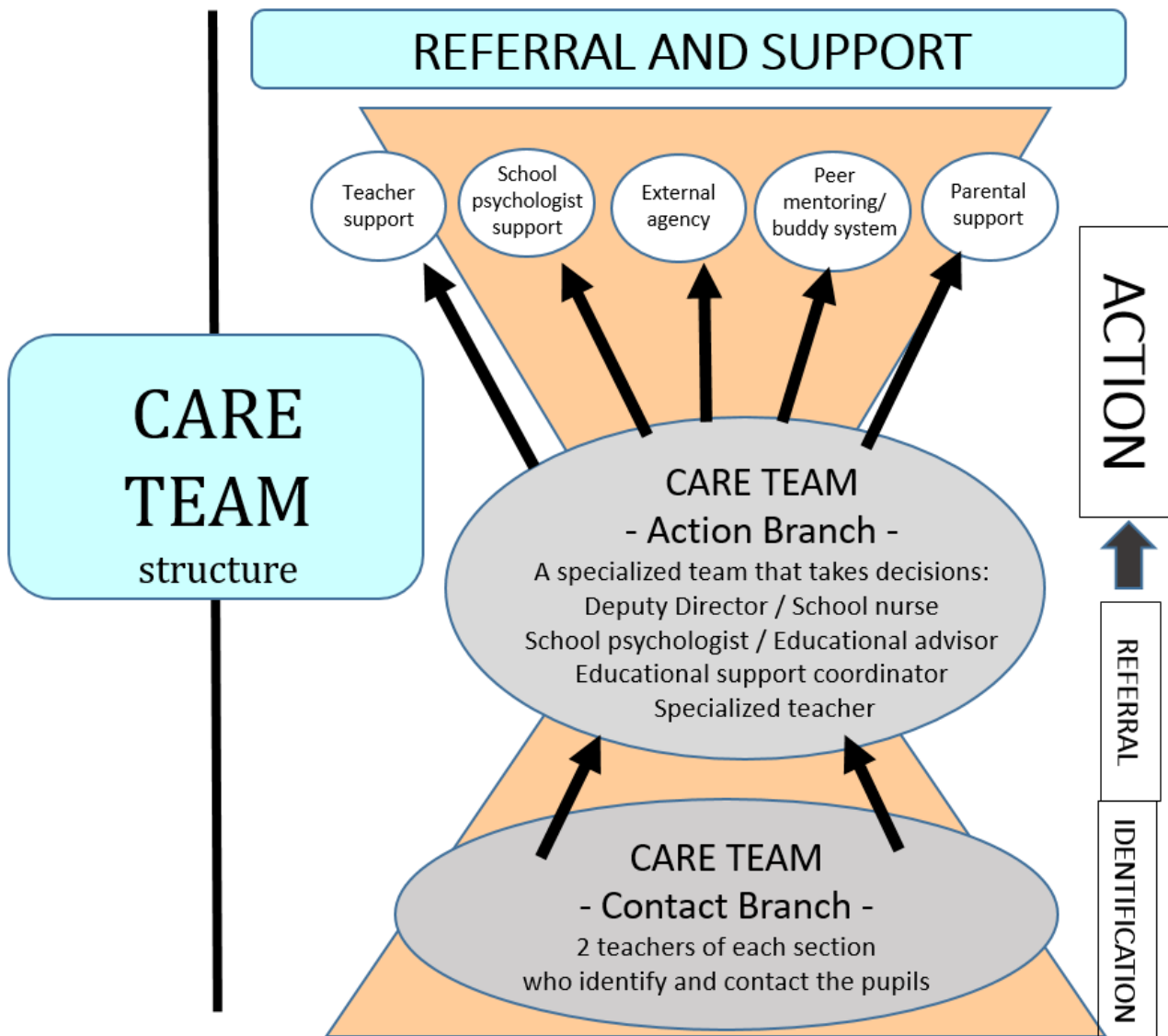
- Care Team members to 'introduce' themselves to the students and become visible since the first school day
- "Contact Branch" to work on a system of referral, reporting and tracking for vulnerable students.
- "Action Branch" to conduct an initial survey of the students in the school to ask what they see as needs and wishes of a Care Team.
 - Collect potential questions for students
 - Work with digital learning coordinator to produce online survey.
 - Facilitate distribution and completion of the survey.
- Creation of promotional materials for the Care Team
 - create posters and wall displays to make the Care Team visible throughout the school building.
 - Wall displays may also begin to address issues of well-being through informative and positive messages.
- Plan, organize and run a set of 'Well Being Workshops' for students.
 - Cycle 1 workshops to focus on bullying prevention and positive social climate.
 - Cycle 2 and 3 workshops to focus on internet security, appropriate behavior online and data protection.
 - Consider inviting past students with experience of 'well-being' issues to share their experiences with current students.

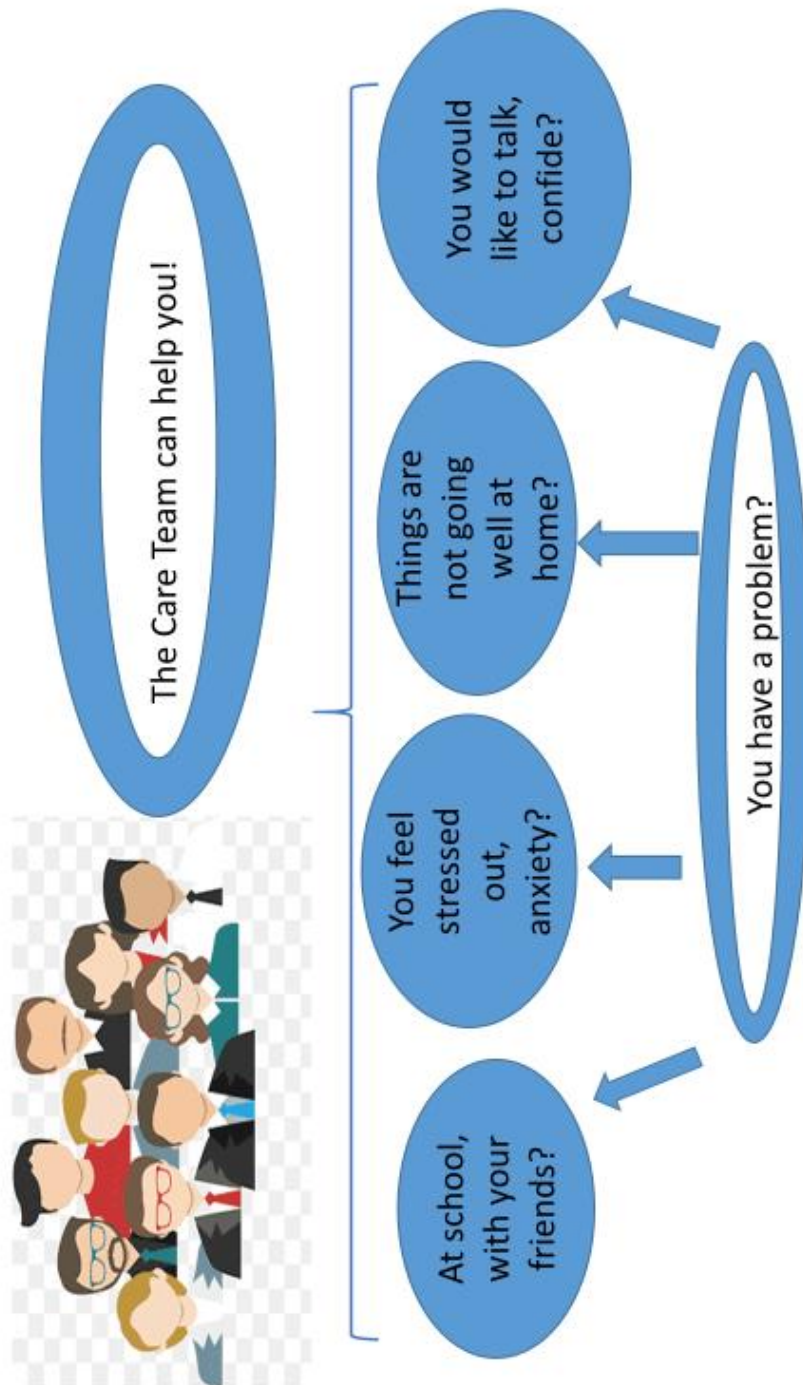
2.5. Annexes

ESK Secondary School - CARE TEAM Organisation

CARE TEAM – ACTION BRANCH		CARE TEAM – CONTACT BRANCH	
A 'core unit' of key staff tasked with meeting regularly to monitor, review, refer and agree support for individual students.		Representatives from each language section who act as 'antennae' in helping to identify and refer individual students and who can be also involved in an ESK 'well-being' education programme.	
Members:	Aims and possible actions:	Members:	Aims and possible actions:
DEPUTY DIRECTOR OS	Discuss provision of support for students highlighted by members of the school community as being 'at risk' or encountering a wide array of mental health issues.	2X DE TEACHERS	Contact, listen and help 'at risk' students within the section
SCHOOL NURSE	Create action plans for future provision for individual students.	2X FR TEACHERS	- Communicate with members of the 'Action Branch' - Create a flow of information within the school community.
SCHOOL PSYCHOLOGIST	Work closely with the school psychologist and nurse on aspects of mental health education and provision.	2X ENA TEACHERS	Contribute to the development and delivery of an ESK well-being programme of educational, awareness-creating and prevention activities for students in each Cycle.
EDUCATIONAL ADVISORS			
EDUCATIONAL SUPPORT COORDINATOR	Plan, organize and deliver ESK well-being activities.		
1 SPECIALIZED TEACHER			
ADDITIONAL NOTES: The Care Team is not solely responsible for the mental health of the students. All members of the school community are responsible for actively identifying and engaging with current educational themes relating to social, emotional health and well-being. A referral to the Care Team can be made by any member of the school community via contact with any of the members listed above. Together, we aim to create a climate where all members of our school community are communicating openly about issues of mental health and that, where necessary, students with particular needs are identified and supported.			







CONCERNS?



All teachers are there for you!

Or contact the

CARE TEAM



Ms Graner
[C 214]



Ms Thomson
[C 219]



Ms Menu
[C 104]



Ms Chabanis
[C 114A]



Mr Muller
[C 109]



Ms Scott Stewart
[C 114A]



Ms Molloy
(Nurse)



Ms Oehm
[C 212]



**Ms Branco
Alves** [C 006]



Dr Zambujo
[C U08]

3.

Anti-bullying procedures

3.1. Bullying: Definition & Forms

Our school is committed to working with staff, pupils and parents to create and maintain a school community where bullying is not accepted. Anyone who is aware of it should make sure that the victim as well as the aggressor are given appropriate help and support.

Definition:

Bullying is the deliberate, often repeated use of physical or psychological violence with the intention of hurting another individual or group not capable of defending her/himself or themselves. Compared to the bully, the victim is somehow defenceless or in a weaker position. Bullying usually causes the victim to feel pain, distress and fear.

Bullying takes many forms:

Physical

Physical bullying includes hitting, kicking, slapping, spitting, pinching, biting, poking and choking. It also includes destroying personal belongings.

Emotional

Emotional bullying includes isolation and ridicule largely through mechanisms such as being unfriendly, teasing, shouting, mocking, excluding, tormenting and ignoring.

Verbal

Verbal bullies continually use words to hurt or humiliate another person. Verbal bullying includes name-calling, insults, racist comments, constant teasing and spreading false rumours, trying to convince peers to exclude or reject a certain person or people, and cutting the victims off from their social connections.

Cyber

Cyber bullying is when a child is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child using the internet, interactive and digital technologies or mobile phones.

Being bullied poses a risk to the victim's wellbeing and future development. It is detrimental to learning and does not just affect the bully and the person being bullied. It damages the atmosphere in class and the social climate of a school.

Bullying is a serious violation of a person's rights and degrades their human worth and dignity.

Bullying is **NOT**:

- Arguments and disagreements – these are part of human relationships and may occur when people have different opinions or want different things.
- Teasing or rough play, the intention behind game playing is not to hurt or insult others. It is important that all participants recognise and accept the activity as a game.
- Being rude.
- Being mean.

As a school, we take a proactive approach to prevent problems from developing by raising awareness and suggesting strategies that promote a positive, supportive environment.

Single incidences of verbal or physical attack, and behaviour which is inappropriate will also be taken seriously and dealt with accordingly.

3.2. Anti-bullying Guidelines:

At a school level

- Provide for supervision, noting, reporting, investigating and dealing with incidents of bullying behaviour.
- Give special attention to the school climate so that it reflects respect, tolerance, caring, trust and support. Everyone in the school community should be mindful of their interactions with one another so that this positive behaviour is reflected.
- Provide in-house training or support for members of staff.
- All members of the school community have the responsibility not to ignore instances of bullying behaviour and to intervene when necessary.
- In some cases, expert assistance must be sought.

At a classroom level

Each teacher must raise awareness of bullying within their class so that:

- Children understand what bullying is and that bullying is unacceptable and not to be tolerated.
- Victims and bystanders understand that they should report incidents of bullying to their peers, teachers or parents. Note: the concern that is often associated with 'telling' needs to be addressed. A distinction needs to be made between telling tales to get somebody into trouble and seeking help to stop the bullying.
- Bystanders understand that wherever possible they should help and protect their peers whom they see are being bullied.
- Children develop their skills in assertiveness, conflict resolution and mediation.

At an individual level

- Teachers provide support, advice and suggestions to bullied pupils and their parents.
- Respond to all incidents of aggressive behaviour and apply the school's procedures and sanctions.
- Involve parents of offending pupils who do not readily modify their behaviour.

With regards to bullying, the following advice is given:

Parents should:

- Watch for signs of distress in your child, e.g. irrational and changeable behaviour; reluctance to go to school; change in appetite and/or sleeping habits; frequently feels unwell; torn, damaged or missing clothes or belongings.
- Report any behavioural changes in other children and/or bullying that you notice to the school.
- Listen to your child's concerns.
- Discuss, as soon as possible, suspected bullying with the class teacher.
- Do not attempt to sort out the problem yourself by speaking to the child whom you think it may be, behaving inappropriately towards your child or by speaking to their parents. Please go to, and speak with, your child's class teacher.
- **Do not** encourage your child to be a 'bully' back.
- Please bear in mind that your child may have played a part in the situation that has arisen. Children who are involved in emotional situations do not always remember clearly what has happened. They often feel strongly about what has happened to them but do not always consider what has happened to the other people involved in the conflict.

Pupils should:

- Remember that what one pupil sees as fun, may be hurtful to another.
- Ask themselves: "**Would I like to be treated that way?**"

- Not stand by when bullying occurs.
- Talk on behalf of the victim who may be too scared to speak effectively and/or report the incident to a teacher.
- **Talk to someone** you can trust, like a parent, older sibling, friend, teacher or other member of staff.
If you feel you are being bullied, do not bottle it up.
- Encourage and support the victim to stand up for him/herself and to be assertive. Encourage your classmates to do the same.

Members of Staff should:

- Raise awareness of bullying (see guidance above)
- Follow the school procedure for dealing with cases of bullying.

3.3. Procedures for recording and managing alleged bullying in KG/GS:

Any disclosure that is made will be treated seriously with appropriate discretion. It will be carefully investigated and recorded. A bullying incident can be reported by a victim, parent, carer, friend or anyone who has knowledge of the problem.

A bullying incident can be reported by any member of the school staff, who will then take it to the child's current class teacher.

The class teacher will talk to the pupils involved, establish what has happened and record the following information on the 'Screening Form for Bullying':

- Who was involved (or alleged to be)
- Where and when the incident happened
- What happened
- If any action was taken immediately

Parents of those children directly involved will be notified, as will the Deputy Director.

The class teacher may resolve the reported incident or refer it to the Deputy Director. The class teacher can ask for support from other staff members at any time.

If the class teacher is unable to resolve the incident the Deputy Director will call for a meeting between all parties to resolve the problem. Severe incidents will be recorded.

Pupils can be given a restorative punishment such as writing a letter of apology or a school-based community service sanction such as litter-picking and weeding.

NB: The Deputy Director may intervene at any time in this process.

3.4. Procedures for recording and managing alleged bullying in Secondary

Procedures for reporting and responding to bullying incidents

Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- All bullying allegations and incidents should be reported immediately to the nearest member of teaching staff and, if appropriate, the educational advisors, school management.
- Staff will make sure the victim(s) feels safe and appropriate advice will be given to help the victim(s).
- Staff will listen and speak to all pupils involved about the incident separately and will record the details of the incident, which will be kept in the personal file of the pupil. Anonymous details of the incident will be entered in an appropriate log record. All those involved will have the opportunity to be heard.
- Staff should adopt a problem-solving approach which will help pupils understand the consequences of their behaviour.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying. In addition, appropriate measures will be taken to show and to reinforce to the bully that their behaviour is unacceptable. The bully (bullies) may be asked to sincerely apologise. Support will be given to help the bully (bullies) understand and change his/her/their behaviour. If possible, the pupils will be reconciled.
- In serious cases the bullying incident will be referred immediately to the Deputy Director, who together with the class teachers / educational advisors will interview the pupils (both victim(s) and bully(ies) involved. Parents may be involved.
- In serious cases the parents will be contacted and invited to come into school for a meeting to discuss the problem. If necessary and appropriate, Social Services and / or police will be consulted. Appropriate professional help and counselling may be requested with parental agreement.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- If the bullying persists, disciplinary measures within the frame of the disciplinary council of the school will be taken.

3.5. Appendix

Screening Form for Bullying

To be completed by the adult who is the first to learn about a (suspected) bullying case.

1. Date when suspected bullying was first reported:

2. Person who was contacted first:

3. The person who reported the suspected bullying

☐ The victim

☐ Peer of the victim, name _____

☐ Victim's mum/dad, main carer, name _____

☐ Teacher, name _____

☐ Someone else, name _____

4. Targeted pupil: _____

Class: _____

5. Concrete examples of what has happened:

6. How many times has the suspected bullying occurred?

7. When was the last time that it occurred?

8. How long has such treatment been going on?

9. Pupils who have actively taken part in suspected bullying?

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

10. On the basis of the information acquired this is:

- ☐ A conflict or a fight between children
- ☐ Hurt feelings due to misunderstandings
- ☐ A single aggressive incident
- ☐ Bullying

11. Decision regarding the case:

- ☐ Class teacher discusses with the pupils who have taken part in the incident
- ☐ Director discusses with the pupils who have taken part in the incident
- ☐ Referral accepted by the team

12. When was this form completed?

13. Who completed this form?

Date

Signature:
