

PREVENTION AND EDUCATION PROGRAM

The International School

Update: September 2020



Legal basis:

- Constitution of the Republic of Poland of April 2, 1997. (Journal of Laws of 1997, no. 78, item 483 as amended).
- Convention on the Rights of the Child, adopted by the General Assembly of the United Nations on November 20, 1989. (Journal of Laws of 1991 No. 120, item 526).
- Act of January 26, 1982 - Teacher's Charter (text of: Journal of Laws of 2016 item 1379).
- Act of September 7, 1991, on the school education system (Text of 2016, item 1943, as amended).
- Act of 14 December 2016 - Education Law (Journal of Laws of 2017, item 59).
- Regulation of the Minister of National Education of August 27, 2012, on the core curriculum for pre-school education and general education in different types of schools (Journal of Laws of 2012, item 977).
- Regulation of the Minister of National Education of June 17, 2016, amending the Regulation on the core curriculum for pre-school education and general education in particular types of schools (Journal of Laws of 2016, item 895).
- Act of October 26, 1982, on education in sobriety and prevention of alcoholism (Text of 2016, item 487).
- Act of July 29, 2005, on combating drug addiction (Text of 2017, item 783).
- Act of November 9, 1995, on health protection against the consequences of tobacco and tobacco products (Text of 2015, item 298).
- Regulation of the Minister of National Education of April 30, 2013, on the rules for the provision and organization of psychological and pedagogical assistance in public kindergartens, schools and institutions (Journal of Laws 2013, item 532).
- Regulation of the Minister of National Education of August 18, 2015, on the scope and forms of educational, information and preventive activities in schools and institutions for the purpose of combating drug addiction (Journal of Laws 2015, item 1249).
- Regulation of the Minister of National Education of July 24, 2015, on the conditions for organizing education and care for children and young people with disabilities, socially maladjusted and at risk of social maladjustment (Journal of Laws of 2015, item 1113).
- Priorities of the Minister of National Education for the school year 2020/2021.

I. Introduction

Upbringing is understood as supporting students to develop towards full maturity in the physical, emotional, intellectual and social spheres. The upbringing process is strengthened and complemented by measures to prevent problems for children and young people. The essence of the school's educational and preventive activities is the cooperation of the entire school

community based on the assumption that education is a task carried out in the family and school, which in its activities must consider both the will of parents and educational priorities. In addition to its teaching function, the role of the school is to ensure the comprehensive development of each student and to support the educational function of the family. As a small non-public school, we want to actively cooperate with parents of our students and to work together on a broad concept of supporting the development of children and young people.

The school's educational and preventive program is based on a hierarchy of values adopted by the Teachers Board as a result of the school's concept of work. The content of the school's educational and prevention program is consistent with the School Statute and the Internal Grading System. The essence of the school's educational and preventive activities is the cooperation of the entire school community based on the assumption that education is a task carried out in the family and in the school, which in its activities must consider both the will of parents and the educational priorities of the state.

The School Education and Prevention Program creates a coherent whole with the school curriculum set and considers the requirements described in the core curriculum.

The School Educational and Preventive Program defines how the educational objectives and tasks contained in the core curriculum of general education are achieved, considering the orientations and forms of educational interactions, which are complemented by preventive measures aimed at students, parents and teachers.

The primary objective of the School Educational and Preventive Program is to support children and young people in emotional and social development (psycho education) and to prevent problem, risky behavior (prevention).

The basic principles for the implementation of the School Education and Prevention Program include:

- common knowledge of the objectives of the program - by students, parents and all school employees,
- involvement of all members of school community and cooperation in the implementation of the tasks set out in the program,
- respect for the rights of all members of the school community and the competences of school bodies,
- interaction with the school's external environment (e.g. participation of organizations and associations supporting the school's educational and preventive activities),
- co-responsibility for the results of the implementation of the program.

School mission

The mission of the International School is to educate in a spirit of tolerance and respect for intercultural differences. The school aids in the comprehensive development of students in the intellectual, mental and social dimensions, provides psychological and pedagogical support to students and parents. The school's mission is to shape an attitude of mutual respect and

integrity as a basis for life in society and in the state. The school's task is also to prevent the appearance of risky behavior, to promote an attitude of self-responsibility and responsibility for the quality of relationships with others.

Our graduate

The school's objective is to prepare students to function effectively in society and make independent decisions in a sense of responsibility for their own development. A student leaving our school has the following characteristics:

- follows the principles of ethics and morality in everyday life,
- knows and applies the principles of good manners and a culture,
- respects himself and others,
- is responsible,
- complies with the principles of health and safety of life,
- knows and understands the principles of social coexistence,
- is tolerant, open,
- uses different sources of knowledge and information, makes reasonable use of information tools and technologies,
- is curious about the world,
- is creative,
- is independent,
- is able to cooperate,
- has knowledge of modern social and civilization threats,
- makes responsible decisions for the sake of own and other safety,
- respects the needs of others and is willing to help,
- is focused on solution,
- is involved in the life of the classroom and school.

We want our students not only to pursue a bilingual educational program, but also to be able to cooperate, be able to build positive relationships, function in different groups, follow the rules, and be sensitive to the needs of others. Our Student Behavior Pyramid and Circle present important areas of development for us, on which we focus our support throughout our early childhood and school education. (*Annex 1.*)

IV. General provisions

1. Educational activities in school consist in conducting activities in the field of health promotion and supporting the student in his development aimed at achieving full maturity in the:

- physical sphere – aimed at gaining the knowledge and skills of the student to lead a healthy lifestyle and undertake health-promoting behaviors;
- mental sphere - aimed at building mental balance and harmony, achieving the right attitude to the world, self-esteem; developing attitudes conducive to developing one's potential, creating an environment conducive to student development, health and mental well-being;
- social sphere - aimed at shaping attitudes of cooperation, openness in society, empathy, sensitivity to others, the ability to independently analyze social patterns and norms, as well as improving the ability to fulfill social roles;
- axiological sphere - aimed at gaining a constructive and stable system of values, including an appreciation of the importance of health and a sense of meaning of existence.

2. Educational activities include, in particular:

- working with the entire school community to shape students' knowledge, skills and attitudes as defined in the graduate's characteristics;
- shaping a hierarchy of value system in which health and responsibility for one's own development are among the most important values in life, and decisions in this regard are made in a sense of responsibility for themselves and others;
- working with parents or guardians of students to build a cohesive value system and shape and promote a healthy lifestyle;
- strengthening links with the school and the local community among students;
- developing a friendly environment in school, building proper peer relations and relationships between students and teachers, as well as teachers, educators and parents or guardians, including strengthening links with peers and teachers;
- improving the skills of teachers and educators in building personal relationships with students and their parents;
- strengthening the educational and psychological competences of teachers and parents;
- developing pro-social attitudes among students, including the possibility of participating in volunteering activities, conducive to the active participation of students in society;
- preparing students for active participation in the European and world culture and art.

3. Educational activities in school consist in continuously expanding and consolidating knowledge and skills in students, their parents or teachers and educators in the field of health promotion and healthy lifestyles.

Educational activities shall include in particular:

- enhancing the knowledge of students, parents or guardians, teachers and educators in the field of identifying and dealing with early signs of drug use, psychotropic substances, substitutes, new psychoactive substances, as well as supplements and medicines for non-medical purposes;
- developing and strengthening students' psychological and social skills;
- developing life skills in students, in particular self-control, coping with stress, coping in group conflict situations, recognizing and expressing their own emotions;

- shaping critical thinking and assisting students in making constructive decisions in difficult situations that threaten proper development and a healthy life;
- improving the competences of teachers and educators to recognize early signs of drug use, psychotropic substances, surrogates, new psychoactive substances, and to undertake school preventive intervention;
- improving the competences of teachers and educators in the prevention of cyber bullying and Internet threats.

4. Prevention activities at school consist in constant monitoring of problem situations in classrooms and measures to prevent risky and dangerous situations.

Preventive activities shall include:

- support to all students in their normal development and healthy lifestyles and taking measures to reduce the risk of their use of drugs, psychotropic substances, substitutes, new psychoactive substances,
- supporting students who, because of their family, environmental or biological circumstances, are more likely to engage in risky behavior,
- supporting students in education that is safe for themselves and other ways of dealing with peer aggression,
- education of mature and most beneficial mechanisms for responding to difficult situations.

5. The main activities of education include:

- supporting the student's development in the emotional, social and creative spheres,
- preparing students for proper functioning in a social group (school, classroom), cooperation with others,
- creating a sense of belonging to a group,
- awakening self-esteem, self-belief and opportunities,
- building a sense of group identity, integration
- preventing violence, aggression and addiction,
- preventing the appearance of risky behavior.

6. Preventive objectives of the program are:

- familiarizing with the school's standards of conduct,
- promoting a healthy lifestyle,
- identification of risky situations and behaviors, including the use of psychoactive substances (medicines without medical indications, cigarettes, alcohol and drugs),
- eradicating aggression and peer violence from school life,
- dangers of computer, internet, mobile phone and television abuse,
- strengthening students' self-esteem, highlighting positive life experiences, helping young people to develop a positive identity,
- learning how to express one's emotions and deal with stress.

V. Structure of educational interactions, scope of tasks for individual school structures

1. Principal:

- creates the conditions for the implementation of the educational process in school,
- takes care of students and creates conditions for harmonious psychophysical development through active health-promoting activities; ensures the correct level of educational and care work of the school,
- inspires teachers to improve existing or implement new solutions in the learning process, using innovative program, organizational or methodological actions aimed at developing students' competences,
- creates the conditions for action in a school or institution: volunteers, associations and other organizations, or the expansion and enrichment of teaching, education, care and innovation of the school,
- cooperates with a team of teachers, educators and assists teachers in the implementation of tasks,
- ensures that students carry out their compulsory schooling,
- supervises the compliance of the school's activities with the statutes, including compliance with the principles of assessment, the rights of students, the competences of the school bodies,
- oversees the implementation of the School's Educational and Preventive Program.

2. Teachers Board:

- participates in the diagnosis of the school's educational work and preventive needs,
- gives opinions on and approves the Educational and Preventive Program in consultation with the Parents' Council,
- develops and approves documents and procedures for the conduct of teachers in difficult situations,
- participates in the implementation of the School's Educational and Preventive Program,
- participates in the evaluation of the School Educational and Preventive Program.

3. Teachers:

- cooperate with the homeroom teachers and psychologist in the field of educational tasks, participate in the implementation of the School Educational and Preventive Program,
- respond to the presence at school of strangers who, by their behavior, pose a threat to the student,
- respond to aggression, social maladjustment and addiction of students, follow school procedures for dealing with difficult situations,
- help students overcome school failures,
- educate and raise children in a spirit of tolerance and democracy,
- talk to students and parents about their behavior and learning progress in their classes,
- promote the student's interests and personal development,
- discuss all class situations in team meetings on an ongoing basis.

4. Homeroom teachers:

- diagnose the educational situation in the classroom,
- recognize the individual needs of students,
- on the basis of the diagnosis made and the objectives and tasks set out in the School Educational and Preventive Program, develop an educational work plan for the class for the school year, considering the specificities of the functioning of the class team and the needs of the students,
- prepare a monthly report on the implementation of the educational work plan and proposals for further work,
- familiarize students of their classes and their parents with the intra-school law and applicable customs, traditions of the school,
- are members of the educators' team and perform the tasks assigned by the head of the team,
- assess the behavior of the students in their class in accordance with the school's procedures,
- cooperate with other teachers, parents of students, school psychologist and specialists working with students with special needs,
- support students in need of assistance, in difficulty, recognize the expectations of their students and their parents,
- care about the good relations of students in the classroom,
- take preventive measures to prevent inappropriate behavior,
- take steps to enhance educational competences.

5. School psychologist:

- observes students in terms of intellectual, social, emotional functioning in the peer group,
- informs parents about the need for specialist assistance outside of school,
- controls and supports the process of implementing recommendations to work with students with an opinion,
- provides students with psychological support in appropriate forms (group and individual),
- continuously cooperates with parents of students in need of special support in the process of education,
- supports teachers in educational activities in classrooms,
- cooperates with parents in the field of educational and preventive activities,
- cooperates with institutions supporting the teaching and educational process of the school and expanding the scope of preventive activities, including psychological and pedagogical counseling,
- supports teachers and educators through consultations and training, internal workshops at the school,
- develops a work plan **with the homeroom teacher** and implements them in the selected forms,
- creates reports on the workshops conducted in classrooms.

6. Parents:

- participate in meetings organized by the school,
- participate in individual meetings with teachers,
- participate in workshops and trainings organized by the school,
- inquire about their children at school,
- cooperate with a homeroom teacher, assistant, teachers and a school psychologist,
- ensure that students have the right form of leisure time,
- read correspondence,
- actively participate in the life of the school.

VI. School procedures for managing difficult situations

Diagnosed difficult situations in school (based on psychological observations of children and Internal Grading System - Student Behavior Assessment Card, Self-Assessment Card, Peer Assessment Card. (Annexes no. 2).

- difficulties in accepting and complying with school rules and standards,
- peer violence (aggressive behavior among students, exclusion from the group, cyberbullying, aggressive language),
- difficulties with integration, adaptation ,
- problems of coping with tension, stress,
- group conflicts,
- negative competition.

All **minor matters** appearing for the first time are solved in the classroom on the level of student-student, student-teacher, student – homeroom teacher.

If the same event occurs a second time, it is reported to a psychologist who decides on further steps together with the homeroom teacher.

On this level we solve:

- class disagreements, quarrels between students,
- ill-mannered behavior,
- behavior that disrupts the organization of classrooms,
- behaviors that disturb the friendly atmosphere in the classroom,
- jerking, fights (not beatings),
- minor damages.

All activities of physical violence and repeated:

- beating
- thefts
- vandalism

- forcing
- psychological violence in general

we report to the homeroom teachers, school psychologists and principal who jointly decide on further steps:

- group-level work, workshops
- individual conversation between the homeroom teacher and the student
- individual conversation between a school psychologist and a student
- meeting of the homeroom teacher with parents
- meeting a psychologist with parents
- meeting of parents with the Principal
- reporting to the police

VII. Areas of psychological work in each group:

Grades 0-3

1. Observations of children at the group level.
2. Individual meetings with students.
3. Implementation of year-round educational and preventive programs.

Forms of work with individual grades: work in small groups, pairs, discussion, "brainstorming", working in a circle, psycho drawing, motor games, relaxation with elements of visualization, fairy tale therapy, discussion.

Workshop objectives: integration, building a sense of security, naming and recognizing emotions, developing skills to deal with difficult emotions, promoting.

Grade 0

Safety/Integration

Group goals: building a sense of security, strengthening ties in classrooms, integration, getting to know children more.

Educational goals: getting to know names, basic information about yourself, support the process of remembering messages about others.

Grade 1

Emotions

Group objectives: reducing group tension, integrating, strengthening the sense of connection between children.

Educational goals: learning to recognize own and others primary and secondary emotions, shaping the ability to express emotions, learning the language of emotions, supporting the ability to apply emotions to situations.

Grade 2

Compromises

Group objectives: improving the system of understanding in the classroom, fostering a sense of connection and belonging, reducing tension.

Educational objectives: developing skills for dealing with conflict situations, learning to reach the best solution, supporting an attitude of open and clear communication.

Grade 3

Group

Group objectives: promoting an attitude of openness towards others, fostering a sense of connection between children, building an atmosphere of kindness and cordiality in the classroom.

Educational objectives: learning to give and receive positive feedback, supporting the ability to use the 'I' message, further developing the ability to communicate correctly in a group.

4. Implementation of author's educational and preventive programs:

● **'I Empathy'**

Educational objectives: promoting positive attitudes of students towards others

Group goals: strengthening the sense of belonging to the group, building a sense of security, creating sensitivity to others.

As part of the project (semi-annual or annual system) - selection on the basis of a survey completed by students, those who show the greatest sense of empathy and sensitivity to others in each class and rewarding students at the end of the school year.

Verified dimensions: camaraderie, aiding, mature system of response in conflict situations, ability to empathize with the emotions of others, active involvement in charitable activities, active participation in psychological workshops.

● **„Secret Box“**

Educational objectives: shaping the ability to name and describe peer difficulties, conflict situations, promoting assertiveness.

Group goals: reducing tension in the classroom, building a positive atmosphere in the group, integration, building a sense of security, preventing aggressive behavior.

- **„We can do it ourselves!“** – Self-resolution card for class conflicts.

Educational objectives: shaping the ability to name and describe peer problems and conflict situations, promoting an attitude of responsibility for one's behavior.

Group goals: building a positive atmosphere in the group, reducing tension in the classroom, promoting open communication, integration, building a sense of security.

- **„FigeMigle“**- newspaper issued for every season with proposals for fun and family activities for children and parents.

Objectives: supporting, developing soft skills (i.e. empathy, communication, dealing with difficult emotions, naming and recognizing emotions, building relationships, shaping self-esteem).

- **„Drawer of anger“**

Educational goals: shaping the ability to name and describe difficult emotions, shaping the ability to deal with anger, frustration, anger in a safe way.

Group goals: reducing tension in the classroom, building a positive atmosphere in the group, integration, building a sense of security, preventing aggressive behavior.

5. Promoting psychoeducation for parents.

- web tab entitled "An aware parent zone"
- newspapers and articles of a psychological nature in the psychological corner
- books of the month with reviews
- workshops/trainings

Ideas for workshops/lectures for parents on the occasion of planned meetings:

- *The process of child development and early childhood integration and adaptation*
- *Integration meetings with workshop elements for parents and children in classes requiring special support*
- *Online safety for children*

6. Psychological support of teachers.

- Discussion on/Supervision of difficult school situations in safe conditions with the ability to work through difficult emotions.

Group goals: team integration, building a sense of connection and security, reducing tension and difficult emotions in the pedagogical group, the ability to respond to stress
Educational objectives: to know another point of view, to receive feedback from others, to promote an open communication system in a team.

7. Participation in meetings with parents.

8. Keeping records, implementing recommendations from expert opinions.

9. Participation in the recruitment process for new children.

10. Training and workshops for parents.

Grades 4-8

1. Group classes, workshops:

*Forms of working with a group: working in small groups, pairs, discussion, working in a circle, dramas, movement games, relaxation with elements of visualization, workshops with film, workshops based on **interpersonal communication classes**.*

2. Observations of children at the group level.

Conducting psychological tests, sending a statistical summary to parents e.g. on the hierarchy of the senses of a given class.

3. Individual meetings with students, conflict resolution, relationship work.

4. In some cases, the student **is placed in permanent individual classes to develop and support interpersonal communication issues**.

5. Regular meetings with students who are accompanied by a psychologist, psychotherapist or psychiatrist after school.

6. **Care** of students' IPET and their implementation.

7. Organizing and preparing IPET summary meetings.

8. Supervision and implementation of behavior contracts.

9. Implementation of workshops for each class.
10. Implementation of year-round educational and preventive programs.
11. Promoting psychoeducation for parents.
12. Conducting meetings with parents.
13. Keeping records, implementing recommendations from expert opinions.
14. Participation in the process of recruiting new children, observation during the trial day in the lesson and on breaks, when it is possible to conduct a short conversation on neutral ground and in an open situation.
15. Teacher training - including sending recommendations and information cards and regular **Supervision once a month.**
16. Supporting homeroom teachers - organizing workshops needed for a given moment.
17. Cooperation with the homeroom teachers, assistance and support in meetings with children and parents.
18. Training and workshops for parents.
19. Constant contact with parents of difficult children and those who are before, during or after a psychological or psychiatric diagnosis.
20. Supporting parents in difficult situations - educational problems, problems in the family.
21. Provide reliable information to parents on the course of individual steps **related to the functioning and needs of the child** and support in finding the right person for psychological care outside of school.
22. Where possible, cooperation and constant contact with mental health professionals who take care of the child outside of school.

III. Principles of evaluation of the educational and preventive program.

Evaluation of the program consists in the systematic collection of information on the activities carried out, with a view to modifying them and improving the effectiveness of the educational and preventive program.

The evaluation is carried out by:

- analysis of documentation,
- conducting surveys, questionnaires among students, parents and teachers,
- conversations with parents,
- exchange of insights in teams of educators and teachers,
- case studies.

Evaluation of the program is carried out each school year by an evaluation team of the educational and preventive program appointed by the Principal. The task of the team is to develop an evaluation plan, organize research and develop results. The results of the team's work in the form of an evaluation report are consulted by the Teachers Board.

List of annexes:

1. Circle/Pyramid of Student Behavior
2. Student behavior assessment cards
3. Peer assessment card

Annex no. 1

STUDENT BEHAVIOR CIRCLE in grades 0-3

● System for student behavior assessment in grades 0-3.
We list 5 categories of behaviors and attitudes that we believe are most important for students in grades 0-3:

- My and others safety,
- My relationships with others,
- School duties,
- Classroom attitudes,
- Personal mannerism.

Each category also includes a detailed expansion so that students can better understand the school's expectations. The categories are arranged in the form of a circle because in the first stage of education they are complementary.

STUDENT BEHAVIOUR

ZACHOWANIE UCZNIĄ



STUDENT BEHAVIOUR

ZACHOWANIE UCZNIĄ



Student Behavior Pyramid in grades 4-8

- System for student behavior assessment in grades 4-8.

It is worth noting that behaviors and attitudes are classified hierarchically in the form of a pyramid which depicts ten basic areas.

Especially important for us are the relationships of students with their peers, teachers and other adults. We value respect, sincerity, honesty, lack of aggression. These are the basic values on which we base the image of an exemplary student. Equally important for us are concern for our own and others' safety, attitudes in class, school responsibilities, culture of new technologies and personal culture, identification with school, volunteering and creativity, involvement in school life and self-development.

The exceptional student is unique and is a role model in each of the presented planes.

It is worth highlighting that the starting point for determining the assessment of behavior is a good grade which, as the name suggests, is not a reduced assessment and indicates to the student areas for his personal development and self-improvement.

Our internal grading system (WSO) was created in relation to the provisions of Chapter 3a of the School Education System Act **of September 7, 1991, as amended**. (Journal of Laws of 2017, item 2198, 2203 and 2361).

STUDENT BEHAVIOUR

ZACHOWANIE UCZNIĄ



Annex no. 2

BEHAVIOUR ASSESSMENT

KARTA OCENY ZACHOWANIA UCZNIĄ

Imię i nazwisko ucznia

STUDENT'S NAME AND LAST NAME:

Klasa

GRADE

Proponowane oceny

SUGGESTED GRADES

KLASY 7-9

GRADES 7-9

	OCENA UCZNIĄ						OCENA UCZNIĄ
	WZRODKA	BARZO DOBRA	DOBRA	POBRAWA	NIEODPOWIEDNIA	NAGANNA	
JEZYK POLSKI POLISH							
JEZYK ANGIELSKI ENGLISH							
JEZYK FRANCUSKI FRENCH							
JEZYK HISPANŃSKI SPANISH							
JEZYK NIEMIECKI GERMAN							
PROGRAM KANADYJSKI CANADIAN PROGRAM							
HISTORIA HISTORY							
GEOGRAFIA GEOGRAPHY							
MATEMATYKA MATH							
BIOLOGIA BIOLOGY							
FIZYKA PHYSICS							
CHEMIA CHEMISTRY							
WYCHOWANIE FIZYCZNE PE							
RELIGIA / ETYKA RELIGION / ETHICS							
TECHNIKA TECHNIQUE							
DYŻUR PORANNY MORNING DUTY							
DYŻUR POPOŁUDNIOWY AFTERNOON DUTY							

POZYTYWNE
POSITIVE

NEGATYWNE
NEGATIVE

LICZBA UWAG W LIBRUSIE NUMBER OF NOTES IN LIBRUS			OCENA RÓWIEŚNICZA PEER ASSESSMENT	
SAMOCENA UCZNIĄ STUDENT'S SELF ASSESSMENT			OSTATECZNA OCENA WYCHOWAWCY FINAL GRADE ISSUED BY THE HOMEROOM TEACHER	

