

PREVENTION AND EDUCATIONAL PROGRAM

The International School

Updated in: August 2025



Legal Basis

- **The Constitution of the Republic of Poland** of 2 April 1997 (Journal of Laws of 1997, No. 78, item 483, as amended).
- **Convention on the Rights of the Child**, adopted by the United Nations General Assembly on 20 November 1989 (Journal of Laws of 1991, No. 120, item 526).
- **The Act of 26 January 1982 – Teacher’s Charter** (Journal of Laws of 2024, items 986 and 1871, and of 2025, item 620).
- **The Act of 7 September 1991 on the Education System** (Journal of Laws of 2025, item 881).
- **The Act of 14 December 2016 – Education Law** (Journal of Laws of 2025, item 1043).
- **Regulation of the Minister of National Education of 14 February 2017** on the core curriculum for preschool education and the core curriculum for general education in primary school, including for students with moderate or severe intellectual disabilities, general education in the first-cycle vocational school, general education in a special school preparing students for work, and general education in post-secondary school (Journal of Laws, item 356; of 2018, item 1679; of 2021, item 1533; of 2022, items 609 and 1717; of 2023, items 312 and 1759; of 2024, item 996; and of 2025, items 378 and 1052).
- **Regulation of the Minister of Education of 6 March 2025** amending the Regulation on the core curriculum for preschool education and the core curriculum for general education in primary school, including for students with moderate or severe intellectual disabilities, general education in the first-cycle vocational school, general education in a special school preparing students for work, and general education in post-secondary school (Journal of Laws of 2025, item 378).
- **The Act of 26 October 1982 on Upbringing in Sobriety and Counteracting Alcoholism** (consolidated text: Journal of Laws of 2023, item 2151).
- **The Act of 29 July 2005 on Counteracting Drug Addiction** (consolidated text: Journal of Laws of 2017, item 783), and the **Act of 24 March 2022 amending the Act on Counteracting Drug Addiction and certain other acts** (Journal of Laws of 2022, item 764).
- **The Act of 9 November 1995 on Health Protection against the Consequences of Tobacco and Tobacco Products Use** (Journal of Laws of 2024, item 1162, and of 2025, items 427 and 799).
- **Regulation of the Minister of National Education of 9 August 2017** on the principles of providing and organizing psychological and pedagogical support in public preschools, schools, and institutions (Journal of Laws of 2023, item 1798).
- **Regulation of the Minister of National Education of 18 August 2015** on the scope and forms of preventive, educational, informational, and awareness-raising activities in schools and educational institutions aimed at counteracting drug addiction (Journal of Laws of 2020, item 1449).
- **Regulation of the Minister of National Education of 9 August 2017** on the conditions for organizing education, upbringing, and care for children and youth with

disabilities, socially maladjusted, and at risk of social maladjustment (Journal of Laws of 2017, item 1578).

- **Key Directions of State Educational Policy for the 2025/2026 School Year.**

I. Introduction

Education is understood as supporting students in their development towards full maturity in the physical, emotional, intellectual, and social spheres. The educational process is strengthened and complemented by activities in the field of prevention of problems affecting 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 both in the family and at school. In its activity, the School must take into account both the will of parents and educational priorities.

Apart from its didactic function, the role of the School is to ensure the all-round development of every student and to support the educational role of the family. As a small non-public school, we value active cooperation with the parents of our students and jointly developed concepts for broadly supporting the development of children and young people.

The School's Prevention and Educational Program is based on the hierarchy of values adopted by the Teaching Council and derived from the School's adopted concept of work. The content of the School's Prevention and Educational Program is consistent with the School Statute and the Internal Assessment System.

The School's Prevention and Educational Program forms an integral whole with the set of teaching programs and takes into account the requirements described in the core curriculum. It specifies the manner of implementing educational goals and tasks contained in the general education core curriculum, taking into account the directions and forms of educational impact, which are complemented by preventive activities addressed to students, parents, and teachers.

The primary goal of implementing the School's Prevention and Educational Program is to support children and young people in their emotional and social development (psychoeducation) and to prevent problematic and risky behaviors (prevention).

The Program also takes into account the priorities of the Minister of National Education for the 2025/2026 school year, in particular:

- promoting a healthy lifestyle and physical activity,
- supporting the mental health of children and young people,
- counteracting peer violence and cyberbullying,
- developing civic education and patriotic attitudes,
- shaping digital hygiene and critical use of new technologies.

The basic principles of implementing the School's Prevention and Educational Program include:

- ensuring that the assumptions of the Program are widely known by students, parents, and all school employees,
- engagement of all members of the school community and cooperation in the implementation of the Program's tasks,
- respect for the rights of all members of the school community and the competencies of the School's governing bodies,
- cooperation with the School's external environment (e.g. participation of organizations and associations supporting the School's educational and preventive activities),
- shared responsibility for the outcomes of the Program's implementation.

II. School mission

The mission of the International School is to educate and foster upbringing in the spirit of tolerance and respect for intercultural differences. The School provides support for the comprehensive development of students in intellectual, psychological, and social dimensions, offering psychological and pedagogical assistance to both students and parents.

The School's mission is to shape attitudes of mutual respect and honesty as the foundation of life in society and the state. The School's task is also to prevent risky behaviors, support a sense of responsibility for oneself, and promote responsibility for the quality of relationships with others.

In particular, the School emphasizes the importance of developing mental health, coping with emotional crises, and the responsible use of new digital technologies and artificial intelligence.

III. Profile of our graduate

The aim of the School is to prepare students for effective participation in social life and for making independent decisions with a sense of responsibility for their own development.

A student graduating from our School demonstrates the following qualities:

- follows the principles of ethics and morality in everyday life,
- knows and applies the rules of good manners and courtesy,
- respects themselves and others,
- acts responsibly,
- observes the principles of safety and healthy living,
- understands and applies the rules of social coexistence,
- is tolerant and open-minded,
- uses various sources of knowledge and information, making rational use of digital tools and technologies,
- is curious about the world,

- is creative,
- is independent,
- is able to cooperate with others,
- is knowledgeable about contemporary social and civilizational threats,
- makes responsible decisions with regard to their own safety and the safety of others,
- respects the needs of others and is willing to offer help,
- is solution-oriented,
- engages actively in class and school life.

We want our students not only to complete a bilingual educational program but also to be able to work collaboratively, build positive relationships, function in various groups, respect rules, and be sensitive to the needs of others. Our **Student Behavior Circle and Pyramid** illustrate the key areas of development that we focus on throughout primary and secondary education (Appendix No. 1).

A graduate of our School understands the dangers of the modern world, including cyber threats, disinformation, and digital addictions. They are able to use information technologies and artificial intelligence consciously, maintaining digital hygiene. They are prepared to care for their own mental health, cope with stress and emotional crises, and actively participate in civic and patriotic life.

IV. Goals

1. Educational and Upbringing Activities at School

The School's educational and upbringing activities consist of promoting health and supporting the Student and Pupil in their development aimed at achieving full maturity in the following areas:

- **Physical** – focused on acquiring knowledge and skills that enable the Student and Pupil to lead a healthy lifestyle and engage in health-promoting behaviors;
- **Psychological** – focused on building balance and psychological harmony, achieving a proper attitude toward the world, self-esteem, agency, and developing attitudes that foster the realization of one's potential, while shaping an environment that supports students' development, health, and psychological well-being;
- **Social** – focused on shaping attitudes of cooperation and openness in social life, empathy, sensitivity to others, the ability to independently analyze social models and norms, and improving skills in fulfilling social roles;
- **Axiological** – focused on acquiring a constructive and stable value system, including appreciation of the importance of health and a sense of purpose in life.

The School's educational and upbringing activities in particular include:

- cooperation of the entire School community in shaping the knowledge, skills, and attitudes defined in the graduate's profile;

- shaping a hierarchy of values 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 with a sense of responsibility for oneself and others;
- cooperation with parents or guardians to build a coherent value system and to shape and promote a healthy lifestyle;
- strengthening students' ties with the School and the local community;
- creating a friendly school climate, building proper peer relationships as well as relationships between students and teachers, pupils and educators, and between teachers, educators, and parents or guardians;
- improving teachers' and educators' skills in building subject-based relationships with students and their parents;
- strengthening teachers' and parents' educational and psychological competencies;
- shaping students' pro-social attitudes, including by enabling participation in volunteer activities that foster active involvement in social life;
- preparing students for active participation in European and global culture and art.

In educational and upbringing activities, particular emphasis is placed on:

- developing psychological resilience and coping with stress,
 - supporting digital hygiene and responsible use of new technologies,
 - fostering civic and patriotic attitudes.
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2. Educational Activities at School

The School's educational activities focus on the continuous expansion and consolidation of knowledge and skills among students, their parents, teachers, and educators in the field of health promotion and healthy lifestyle.

They include, in particular:

- broadening the knowledge of students, parents or guardians, teachers, and educators regarding the recognition of early signs of the use of intoxicants, psychotropic substances, substitute substances, new psychoactive substances, as well as dietary supplements and medicines for non-medical purposes, and the appropriate response in such cases;
- developing and strengthening students' psychological and social skills;
- shaping students' life skills, in particular self-control, coping with stress, handling conflict situations in groups, recognizing and expressing their own emotions;
- fostering critical thinking and supporting students and pupils in making constructive decisions in difficult situations that threaten proper development and healthy living;
- improving teachers' and educators' competencies in recognizing early signs of addiction and undertaking preventive school interventions;
- improving teachers' and educators' competencies in the prevention of cyberbullying and online threats;

- preparing students for critical and conscious use of the internet, social media, and artificial intelligence;
 - developing civic and patriotic competences;
 - promoting physical activity as an element of health and mental well-being prevention.
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3. Preventive activities at school

Preventive activities consist of the continuous monitoring of problematic situations in classes and actions aimed at preventing risky and dangerous situations.

They include, among others:

- supporting all students in their proper development and healthy lifestyle, as well as undertaking activities aimed at reducing the risk of using psychoactive substances,
- supporting students and pupils who, due to their family, environmental, or biological circumstances, are at higher risk of engaging in risky behaviors,
- helping students develop safe strategies for dealing with peer aggression, both for themselves and others,
- fostering mature mechanisms for responding to difficult situations,
- preventing peer violence and cyberbullying,
- counteracting behavioral addictions (digital technologies, computer games, social media),
- early recognition of mental health crises and directing students to specialized assistance.

4. Key Directions of Educational and Pedagogical Activities

The key directions of educational activities include:

- supporting student development in the emotional, social, and creative spheres,
- preparing students for proper functioning within a social group (school, class) and for cooperation with others,
- fostering a sense of belonging to a group,
- developing self-esteem, self-confidence, and belief in one's own abilities,
- building a sense of group identity and integration,
- preventing violence, aggression, and addictions,
- preventing the emergence of risky behaviors,
- developing skills for the safe use of the internet, social media, and artificial intelligence,
- strengthening psychological resilience and the ability to cope with crises,
- fostering civic and patriotic attitudes,
- promoting physical activity and a healthy lifestyle as elements of mental well-being.

5. Preventive tasks of the Program

The preventive tasks of the Program include:

- familiarizing students with the rules of behavior applicable at school,
- promoting a healthy lifestyle,
- identifying risky situations and behaviors, including the use of psychoactive substances (medication without medical indication, cigarettes, alcohol, and drugs),
- eliminating aggression and peer violence from school life,
- raising awareness of the dangers connected with excessive use of computers, the internet, mobile phones, and television,
- strengthening students' self-esteem and emphasizing positive life experiences that help young people build a positive identity,
- teaching ways of expressing emotions and coping with stress,
- preventing cyberbullying and counteracting disinformation,
- educating students on digital hygiene and the conscious use of social media and artificial intelligence,
- implementing activities to strengthen students' mental health, including recognizing symptoms of crisis and quickly referring them to specialized assistance,
- shaping civic and patriotic attitudes,
- promoting physical activity and maintaining a balance between learning, rest, and the use of new technologies.

V. Structure of Educational Interventions and Scope of Tasks for Individual School Bodies

1. School Principal:

- creates conditions for the implementation of the educational process at school,
- provides care for students and creates conditions for their harmonious psychophysical development through active health-promoting measures; ensures the proper level of the school's educational and caregiving work,
- inspires teachers to improve existing solutions or implement new ones in the teaching process by applying innovative programmatic, organizational, or methodological approaches aimed at developing students' competences,
- creates conditions for the involvement of volunteers, associations, and other organizations in the school, thereby expanding the forms of the school's didactic, educational, caregiving, and innovative activities,
- cooperates with the team of class teachers and the school counselor, and supports teachers in the implementation of their tasks,
- supervises the fulfillment of compulsory schooling by students,
- oversees the compliance of the school's activities with the Statute, ensuring adherence to the principles of assessment, students' rights, and the competencies of the school's governing bodies,
- supervises the implementation of the School's Prevention and Educational Program.

Additionally, the Principal monitors the school's activities in the areas of mental health prevention, digital hygiene, and the implementation of the Ministry of Education's 2025/2026 priorities.

2. Teachers Board:

- participates in diagnosing the school's educational work and the needs in the field of preventive activities,
- reviews and approves the Prevention and Educational Program in consultation with the Parents' Council,
- develops and approves documents and procedures for teachers to follow in difficult situations,
- participates in the implementation of the School's Prevention and Educational Program,
- takes part in the evaluation of the Program.

The Teaching Council is also obliged to take into account, in planning educational work, issues related to digital hygiene, students' mental health, and civic education.

3. Teachers:

- cooperate with class teachers and the school psychologist in carrying out educational tasks and participate in the implementation of the Program,
- respond to the presence of strangers in the school who, through their behavior, pose a threat to students,
- respond to manifestations of aggression, social maladjustment, and student addictions, while adhering to established procedures for dealing with difficult situations,
- provide assistance to students in overcoming academic difficulties,
- educate and bring up children in the spirit of tolerance and democracy,
- communicate with students and parents about behavior and academic progress,
- support students' interests and personal development,
- regularly discuss all classroom situations during team meetings,
- develop competencies in the safe and responsible use of the internet and new technologies by students, and support them in coping with emotional crises.

4. Homeroom teachers:

- diagnose the educational situation in the class,
- identify the individual needs of students,
- based on the diagnosis as well as the goals and tasks of the Program, develop an educational plan for the class,
- prepare a monthly report on the implementation of the class educational plan along with recommendations for further work,

- acquaint students and their parents with the school's internal regulations, traditions, and customs,
- assess students' behavior in accordance with applicable procedures,
- cooperate with other teachers, parents, the school psychologist, and specialists,
- support students in need of help or facing difficult situations,
- ensure positive relationships among students in the class,
- undertake preventive measures to counteract inappropriate behaviors of their pupils,
- carry out activities related to digital hygiene and civic education, and organize workshops to strengthen students' psychological resilience.

5. School psychologist:

- observes students in terms of their intellectual, social, and emotional functioning,
- informs parents about the need to seek specialist assistance outside the school,
- monitors and supports the implementation of recommendations for working with students who have an official opinion or certificate,
- provides students with psychological assistance in appropriate forms (individual and group),
- cooperates with parents and supports teachers in their educational activities,
- collaborates with institutions that support the didactic and educational process (e.g., counseling centers),
- develops and implements educational plans together with class teachers,
- prepares reports on conducted workshops,
- carries out activities in the field of digital hygiene and mental health prevention,
- monitors the implementation of Ministry of Education priorities in the area of emotional support.

6. Parents:

- participate in meetings organized by the School,
- attend individual meetings with class teachers,
- take part in workshops and training sessions organized by the School,
- cooperate with the class teacher, other teachers, and the school psychologist,
- ensure that their children spend free time in an appropriate and healthy way,
- actively participate in the life of the School,
- receive psychoeducational support in the areas of digital hygiene and children's mental health.

VI. School procedures for dealing with difficult situations

(based on psychological observations of children and assessment tools included in the "Internal Assessment System": Student Behavior Assessment Card, Self-Assessment Card, Peer Assessment Card – Annex No. 2)

- difficulties with accepting and following school rules and norms,
- peer violence (aggressive behaviors among students, exclusion from a group, cyberbullying, offensive language),
- difficulties with integration and adaptation,
- problems with coping with tension and stress,
- group conflicts,
- negative rivalry.

All minor issues occurring for the first time are resolved within the classroom setting at the level of:

- Student – Student,
- Student – Teacher,
- Student – Class Teacher.

At this level, the following are addressed:

- classroom misunderstandings and quarrels between students,
- inappropriate behavior,
- behaviors disrupting the organization of lessons,
- behaviors disturbing the friendly classroom atmosphere,
- scuffles and fights (excluding serious assaults),
- minor damage to property.

All acts of physical violence and situations that are repetitive or serious, such as:

- assaults,
- theft,
- vandalism,
- extortion,
- broadly understood psychological violence,

are reported to the Class Teacher, School Psychologist, and the School Principal, who jointly decide on appropriate measures, including:

- group-level interventions, workshops,
- individual conversation between the Class Teacher and the Student,
- individual conversation between the School Psychologist and the Student,
- meeting between the Class Teacher and Parents,
- meeting between the Psychologist and Parents,
- meeting between Parents and the School Principal,
- reporting to the police,
- responding to incidents of cyberbullying, including reporting cases to appropriate institutions and law enforcement,
- monitoring behavioral addictions (excessive use of social media, computer games, the internet),

- providing support in cases of students' mental health crises (e.g., depression, anxiety disorders) – with immediate referral to specialist assistance,
- organizing preventive workshops on digital hygiene and stress management.

VII. Areas of psychological work in individual groups

Grades 0–3

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

Forms of work: small group activities, pair work, discussion, brainstorming, circle time, therapeutic drawing, movement games, relaxation with elements of visualization, bibliotherapy (fairy-tale therapy).

Goals of workshops: integration, building a sense of safety, naming and recognizing emotions, developing the ability to cope with difficult emotions.

- **Grade 0 – Safety/Integration:** building a sense of safety, group integration, supporting the memorization process.
- **Grade 1 – Emotions:** learning to recognize basic and secondary emotions in oneself and others, developing the language of emotions.
- **Grade 2 – Compromises:** learning conflict resolution skills, supporting open communication.
- **Grade 3 – Group:** learning to give and receive positive feedback, practicing effective group communication.

Original Programs:

- *"EmpathiMe"* – promoting positive student attitudes toward others, rewarding empathetic students at the end of the school year.
- *"Secret Box"* – developing the ability to name peer difficulties and conflicts.
- *"We Can Do It Ourselves!"* – a conflict-resolution card for independent problem-solving.
- *"FigleMigle"* – a newsletter for children and parents with suggestions for family activities.
- *"Anger Drawer"* – teaching safe ways of dealing with anger.
- elements of **digital hygiene** (safe use of mobile devices),
- simple **mindfulness and relaxation techniques** as tools for coping with emotions,
- stronger emphasis on developing **empathy in the context of using social media and online communicators**.

Grades 4–8

1. Group and workshop sessions (small groups, discussions, drama, relaxation, film-based workshops, interpersonal communication activities).

2. Continuation of the "*EmpathiMe*" project.
3. Group-level observations of children; conducting psychological tests and preparing statistical summaries for parents.
4. Individual meetings with students, work on relationships, peer mediation.
5. Individual sessions supporting interpersonal communication.
6. Regular meetings with students receiving psychological/psychiatric support outside of school.
7. Oversight of Individualized Educational and Therapeutic Programs (IPETs) and their implementation.
8. Organization of meetings to summarize IPET progress.
9. Supervision and implementation of behavior contracts.
10. Workshops for each class during the school year.
11. Implementation of year-long educational and preventive programs.
12. Promotion of psychoeducation for parents (workshops, meetings, materials).
13. Documentation and implementation of specialist recommendations.
14. Observation of students during the recruitment process.
15. Training sessions and supervision for teachers.
16. Organization of workshops for class teachers and support in working with challenging classes.
17. Cooperation with class teachers and parents in problem situations.
18. Collaboration with parents of children experiencing difficulties, crises, or awaiting diagnosis.
19. Supporting parents in educational and family-related challenges.
20. Cooperation with mental health specialists outside the school.

Additional activities for Grades 4–8 include:

- workshops on digital hygiene, critical thinking, and online safety,
- sessions to strengthen psychological resilience and coping with exam-related stress,
- education on recognizing and counteracting disinformation,
- fostering civic and patriotic attitudes through class and school projects.

VIII. Principles of evaluation of the Prevention and Educational Program

The evaluation of the Program consists of systematically collecting information on the activities carried out, with the aim of modifying them and increasing the effectiveness of the Prevention and Educational Program.

The evaluation will be carried out through:

- analysis of documentation,
- conducting surveys and questionnaires among students, parents, and teachers,
- conversations with parents,
- exchange of observations within teams of class teachers and subject teachers,
- case analyses.

The evaluation of the Program will be conducted each school year by the Evaluation Team for the Prevention and Educational Program, appointed by the Principal. The team's task is to develop an evaluation plan, organize the research, and prepare the results. The findings of the team will be presented to the Teaching Council in the form of an evaluation report.

Additionally, semester reports will be introduced for each class, along with an additional assessment of the implementation of the Ministry of Education's priorities for the 2025/2026 school year (in the areas of mental health, digital hygiene, civic education, violence prevention, and promotion of a healthy lifestyle).