



## **School-based prevention programme for the years 2017-2020**

### **1. Introduction**

The prevention programme is an inseparable part of the School Statute and along with the educational programme it carries out educational, upbringing and prevention goals. The main assumption of the prevention programme is the broad activity of the School to prevent risky behaviours and intervention in cases requiring a determined response to undesired activities and behaviours of students. The prevention programme takes into consideration the specificity of the school as an international institution, which features co-existence of many cultures, a meeting of various systems of values and religions. The prevention programme, according to its principles, is focused on supporting the educational role of parents, providing knowledge and examples on following the social rule system and preparing students to live as adults who are responsible for their behaviours. Considering the specificity of the school, a special emphasis is placed on the issues related to integration, tolerance and raising multicultural awareness. Implementation of the prevention programme is planned for three years, starting from the school year 2017/2020.

### **2. Assumptions of the programme:**

- 1) the main assumptions of the programme concentrate around prevention of behaviours that exclude, treat others based on origin, religion, and cultural differences,
- 2) the task of the School is supporting of positive behaviours among students and promotion of activities that encourage the generally accepted social standards and co-existence in a multinational community,
- 3) preventing problem behaviours, constant diagnosis of student behaviours will be conducted on a regular basis within the hours provided by the class tutor and as part of separate prevention-education activities, including in the form of performances and scenes focused on preventing problem behaviours,
- 4) preventing problem behaviours will be also based on organisation of school campaigns, which purpose is integration, preventing exclusion and persecution as well as increasing multicultural awareness among students and parents,
- 5) preventing problem behaviours at school during the coming three years will be based on the following activities:
  - a) support of the work with new students admitted to the institution
  - b) support of the work in the class in the scope of integration and multicultural awareness

- c) support of the work with students with special education needs, as well as talented students,
  - d) support of the work with students with language difficulties in order to prevent social exclusion from the class community,
  - e) expanding the offer of extracurricular activities - interest clubs, compensatory and educational classes, based on the actual needs of students,
  - f) support of moral development of students (respecting standards, values and authorities), promotion of IB Learner Profile
  - g) establishing for students conditions for development of their own interests and extracurricular activities,
  - h) support of parents in the upbringing of children;
- 5) The School will continue cooperation with the following institutions:
- a) cultural-educational institutions (Municipal Culture Centre, public library, cinema, theatre, museums, and other):
    - participation in meetings dedicated to health problems,
    - participation in competitions organised by cultural-educational institutions,
    - cooperation with culture representatives,
    - cooperation with higher education schools
  - b) educational-care institutions (psychological-pedagogical counselling office, addiction prevention centre):
    - support to students with behavioural and learning difficulties,
    - providing assistance to families that deal with major life changes (a new country of residence)
    - participation in meetings organised by psychologists, teachers, specialty physicians;
  - c) criminal justice system and other services (court, chief education officers, police):
    - cooperation with chief education officer, family court,
    - participation in classes run by policemen on prevention of aggression and criminal activity.
    - cooperation with Fire Department

### **3. Targets of the programme:**

- 1) raising multicultural awareness among students and parents
- 2) preventing exclusion
- 3) providing to students safe conditions for work,

- 4) systematic diagnosing of student behaviours, in particular risky behaviour,
- 5) support of positive student behaviour, providing examples of proper attitudes,
- 6) focusing attention to cultural behaviour,
- 7) addiction prevention policy,
- 8) preventing excessive computer usage, raising awareness and preventing cyber bullying,
- 9) promotion of healthy lifestyle,
- 10) promotion of healthy food,
- 11) promotion of social attitudes and behaviours that determine proper development.

#### **4. Detailed targets:**

- 1) development of the school code of behaviour – Code of Behaviour, MYP Behavioural System, IB Learner Profile.
- 2) learning the principles of savoir-vivre in practice,
- 3) systematic increasing awareness among students about differences in culture, religion and value systems
- 4) promotion of respect to the other person, regardless of his/her origin,
- 5) Anger Management classes,
- 6) running workshops on emotion management,
- 7) running a campaign against violence and bullying at school – Anti-Bullying Days
- 8) joining campaigns organised by local communities, e.g. Independence Day, Democracy Week, World Tourism Day, Francophonie Day, International Day organised by NATO, Science Days.
- 9) conducting a series of educational lessons dedicated to the harmfulness of risky behaviour, including all signs of violence and aggression,
- 10) running classes dedicated to the harmfulness of substance use,
- 11) organisation of extracurricular activities, developing student interests and passions, conducting the diagnosis of needs,
- 12) running classes regarding cyber bullying and the harmfulness of excessive computer usage,
- 13) development of the attitudes of tolerating others being different, the principles of democracy, social justice and moral principles,
- 14) improvement of the skills of effective communication, making decisions and dealing with stress,
- 15) building one's own image and belief in one's own abilities,
- 16) acquiring knowledge about healthy lifestyle,
- 17) development of interpersonal skills, assertiveness, empathy, discharging negative emotions,
- 18) development of conflict resolution skills,
- 19) support of parents in student education process, giving lectures, conducting training, workshops, in particular regarding difficult behaviour in children and youth.

## **5. Methods and forms of work:**

- 1) stimulating methods: e.g. analysing, drawing conclusions, Venn diagram, decision tree, fishbone diagram, mind mapping, drama scenes, debates, discussions, panel discussion, use of literature, films and performances for prevention, posters, didactic games, simulations,
- 2) work in groups, teams, pairs, individual work, assemblies, forums, happenings, days dedicated to specific topics, e.g. Anti-Bullying Day, Dr Seuss Day, Integration Day, Democracy Week.
- 3) trips, excursions and thematic tours,
- 4) multimedia presentations,
- 5) meetings with representatives of a broad range of communities,
- 6) involvement of parents in school activities,
- 7) joint meetings of teachers in order to plan prevention activities – Collaborative Meetings,
- 8) promotion of good practice in media.

## **6. Reaction of the School to situations posing threat to children and youth, intervention:**

- 1) intervention in the student household conducted by authorised persons or institutions (police, family court, chief education officers),
- 2) intervention in the school community of student,
- 3) intervention in the case of developmental crisis (conducted by a specialist),
- 4) in-school psychological-pedagogical support – school psychologist and outside counselling service,
- 5) individual specialist therapy, group therapy (conducted by specialists).

## **7. Persons responsible for implementation:**

- Head Teacher/Deputy Head Teacher of the School,
- class tutors,
- teachers of other subjects,
- school psychologist,
- parents,
- Parents' Council
- NATO Liaison Officer
- school nurse.

## **8. Evaluation of the programme:**

- evaluation questionnaires addressed to students,
- observations,
- community interview, including an interview with parents,
- educational talks,
- opinions of students and parents,

- analysis of the school documents.

## 9. Expected results:

- reduction of exclusive behaviours at School,
- increase of multicultural awareness,
- improvement of language skills,
- preservation of assertive behaviours,
- improvement of skills related to anger management and other emotion management,
- smoother integration of new students,
- empathy,
- increase in knowledge on addiction and prevention among students and parents,
- looking after physical and mental health,
- free time management skills,
- conscious and skilful use of the computer, Internet,
- proper reactions under threat,

## SCHEDULE OF ACTIVITIES

No.	Tasks	Method of implementation	Time	Persons responsible
1.	Preparation of class contracts	Preparation of behaviour contracts with students	September	Teacher – class tutor
2.	Preparation of the Integration Day	Activities in classes and inter-class groups	Second week of September	Class tutors
3.	Evaluation of the code of good behaviour – Code of Behaviour, Behavioural Assessment System	Analysis in class teams and school groups PYP, MYP and DP	October - November	Coordinator PYP, MYP and DP, psychologist, class tutors, Head Teacher, Parents' Council
4.	International Aggression Prevention Day	Workshops on anger management, school assembly, information in the school media	October	Class tutors
5.	Local Democracy Week	Debate, meetings, projects, multimedia presentations	October	Class tutors, Head Teacher, psychologist
6.	Parents with passion	Preparation of Christmas tree ornaments, involvement of parents	December	Class tutors
7.	Francophonie Day	Workshops, meetings,	March	French language

		talks, group cooking and tasting of meals		teachers
8.	International Day	Involvement of parents in presentation of their countries and cultures, games, quizzes, workshops, presentations, food tasting	March	Parents' Council, Head Teacher
9.	Harmfulness of risky behaviour, including all signs of abuse and aggression	A series of educational activities with the use of the school film library, multimedia presentations, based on performance for prevention, organisation of happening against any signs of aggression	September - June	Class tutors, psychologist, specialised services
10.	Extracurricular activities for students with special education needs	Organisation of extracurricular activities, developing student passions and interests, in accordance with the diagnosis of needs conducted earlier among students and their parents, organisation of compensatory and specialised classes	May- June - diagnosis, September - June - activities	Head Teacher, Deputy Head Teacher, coordinators PYP, MYP and DP
11.	The dangers of cyber bullying, computer games	Conducting activities, including meetings with a specialist in the form of training for students and parents	March- April	Teachers of computer classes, Class tutors
12.	Dr Seuss Day	Workshops, talk, reading books, preparation of posters	March	Class tutors cl.0 and 1
13.	Dealing with stress	Conducting educational activities with a specialist, playing roles and scenes helping to understand how to deal with stress	Throughout the school year	Class tutors, psychologist
14.	Attitudes of tolerance, democracy, preservation of moral principles and values	Conducting educational activities with the use of stimulating methods,	Throughout the school year	Class tutors, psychologist, specialists

		school film library and multimedia presentations		
15.	Conflict resolution skills	Conducting exercises simulating behaviours in conflict, problem situations, examples of conflict resolution	Throughout the school year	Class tutors, psychologist
16.	The principles of healthy lifestyle	Activities on the principles of healthy lifestyle – physical exercise, personal hygiene, medical appointments, looking after your health, proper nutrition	Throughout the year	Doctor, nurse, class tutors, physical education teachers
17.	How to be assertive and empathic?	Conducting educational activities explaining to students the essence of assertiveness and its proper understanding. Examples of empathic behaviours	Throughout the year	Class tutors, psychologist
18.	Addiction prevention	Conducting a series of activities explaining to students the dangers of the use of drugs, legal highs, dangers resulting from alcohol consumption and smoking tobacco	Throughout the year	Class tutors, nurse, specialised teachers
19.	Prevention related meetings with parents	Conducting workshops, talks, training regarding risky behaviour among children and youth, as well as consequences of such behaviour	Twice a year	Specialist for prevention, policeman, instructors, class tutors, pedagogue