

Guidelines on Student Well-being

European School LUX II

Version 01 of September 2024

According to:

- Law of the Grand Duchy of Luxembourg of 10 August 1992 on the protection of young people
- National publication Child abuse – Procedures to be followed by professionals working with children and young people
- European Schools document 2022-01-D-6-en-2, Student Well-being Policy Framework
- European Schools document 2014-03-D-14-en-14, General Rules of the European Schools



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Duty of Care Principle

Every child has the right to feel safe and to thrive, both in and outside of school. The protection, care, and respect for the well-being of students are at the heart of our activities. Every member of the school staff, whether in direct or indirect contact with students, acts to ensure a safe and secure educational environment. A respectful and stimulating environment is a fundamental condition for student well-being. It helps to improve academic performance while supporting students' healthy psychological development and positive social integration.

School staff adopt an empathetic pedagogical approach that embraces fairness, diversity, and multicultural understanding, while also fostering healthy interpersonal relationships between peers and teachers, high academic quality, and high expectations.

Our goal is to create a safe and caring environment for everyone, free from discrimination or bullying, by taking a preventive rather than a purely legalistic approach. School staff play an active role in prevention by working together with students and their parents, in accordance with school rules, to identify and support children who are experiencing harm or are at risk of doing so.

Thanks to the diversity of expertise among the school staff, we address situations as a whole, rather than treating them as isolated incidents.

This guide is designed to provide reassurance and aims to inform parents and students about our well-being policies and the actions taken to ensure the safety and well-being of all.

Scope of Application

The school management is committed to creating an inclusive environment where every student feels accepted and respected, through actions related to:

- Diversity and inclusion integrated into the curriculum.
- Risk prevention, achieved through:
 - educational programmes and continuous professional training for teaching staff, as well as the expertise of psychologists and qualified personnel.
 - infrastructure adapted to the needs of students.
 - proactive interventions and protocols designed to minimise risks.
- Development of each student's social and emotional skills, resilience, and a stronger sense of self-worth.
- Adequate support when needed, with accessible resources available to all students.

In summary, we are committed creating an open, inclusive, and responsible educational environment. We believe in a holistic approach that recognises all aspects contributing to student well-being. For us, student well-being is more than just words – it is our passion and commitment.

As such, every staff member plays an active and essential role, and this guide applies to all students, staff, and parents. It covers the following areas:

- Child protection: We remain alert to early warning signs in order to identify and protect students from abuse and neglect, working with national authorities when necessary.
- Anti-bullying (harassment prevention): We promote a school environment free from bullying through clear policies, immediate action, and awareness-raising about the responsible use of new technologies.



- Mental health: We provide resources to identify and support students facing difficulties, both academically and personally.
- Good Conduct: We encourage respectful and responsible behaviour in the classroom to reduce disciplinary incidents, prevent abuses such as excessive phone use, and promote appropriate social behaviour.
- Combating Substance Use and Abuse: We take action to foster an environment free from psychoactive substances and to prevent issues related to substance use, working in collaboration with families and relevant authorities.
- Maintaining a Safe and Healthy Environment: Various measures are implemented daily, in collaboration with local authorities, when necessary, to ensure optimal management of cleanliness in the facilities, traffic inside and outside the school grounds, and safety. For the physical well-being of students, the school infirmary team organises medical check-ups and intervenes in case of accidents.

Confidentiality

The situations described in this document often involve sensitive and personal information. Students should feel free to speak to any member of the school staff about any subject if they need help. The information shared will remain confidential, except in the following cases:

- The student discloses a risk to themselves.
- The student discloses a risk to others.
- The student discloses that they are a victim of harm.

In such cases, the school will take appropriate action, and parents will be informed as a priority. However, if the school needs to seek the assistance of the relevant authorities, communication with the parents will be handled either by those authorities or in collaboration with them.

It should also be noted that, in accordance with Article 6.2 of the Convention Defining the Statute of the European Schools, the School is regarded in each Member State, subject to the specific provisions of the Convention, as a public-sector educational institution of the host Member State. Finally, when students leave the school, only the information specified in the European Schools regulations (Article 52bis) is included in their student file. Information that may have been shared with national authorities under a specific legal framework is not included in the student file.

Commitment

The school is committed to:

- Promoting an inclusive school environment that fosters social interaction.
- Encouraging a healthy lifestyle and strong core values.
- Supporting students throughout their schooling by fostering their social development.
- Working in partnership with parents to support them in their role.
- Actively collaborating with student and parent associations within the school.
- Reporting to the competent authorities any incident that threatens the health and safety of students and complying with their guidance.
- Respecting the conduct of judicial investigations without interfering or disclosing information to the parties involved.

This guide is regularly evaluated and improved based on feedback from students, parents, and staff. These topics are discussed during various school committee meetings throughout the school year. This document compiles the internal information and procedures applied daily by school staff.



Guidelines

This guide sets out a cooperative pedagogical approach based on adapted, consistent, and well-communicated principles. It promotes a shared attitude of listening, observation, and action to care for the students under our responsibility. It summarises best practices from each educational cycle, including guidance on primary and secondary prevention and the steps to follow in each area of application.

All school staff involved must act with professionalism and discretion in delicate situations, particularly in legally sensitive contexts. Guidelines for appropriate conduct in such cases are detailed in this document. Under all circumstances, school staff must demonstrate exemplary behaviour.

Responsibilities of the Director and Deputy Directors

- Ensure that the school's child protection policy and procedures are in place and comply with local legal requirements and the guidelines of the Office of the Secretary-General of the European Schools (OSGES).
- Ensure that the school has procedures in place to address allegations of abuse against staff members, in line with local legal requirements and OSGES guidelines. These procedures must be implemented consistently and fairly and always followed. All staff must be informed of this process and understand how it differs from other child-related concerns.
- Keep the school's child protection policy up to date and revise it in accordance with OSGES guidelines, addressing any shortcomings or weaknesses without delay.
- Ensure the child protection policy is available on the school's website, easily accessible and regularly updated, and that all staff members can access and understand it, particularly new or part-time staff. They must also receive initial and ongoing training on child protection.
- Ensure that parents have access to the documentation related to the child protection policy and offer information sessions to address their questions and concerns.

Responsibilities of All Staff

- Be familiar with the school's child protection policy.
- Be aware of the safety procedures and instructions relevant to their duties and activities.
- Know the procedure to follow in case of concerns or suspicions of child abuse or neglect.
- Be aware of best practices in their relationships with students.
- Collaborate with parents to support their children's academic development.
- Participate in the school's training on safety and child protection.

Parental Responsibilities

- Be familiar with the school's child protection policy.
- Understand the school's procedure to follow in case of concerns or suspicions of abuse or neglect involving their child.
- Collaborate with the school.
- Learn about best practices in relationships with their children.
- Encourage their children to share concerns with trusted adults.
- Consider the school's recommendations regarding their child's well-being.
- Support the adjustments proposed by the school for their child's well-being.



Primary Prevention

The school is a place of daily life where we build relationships with others.

Facilities

Playgrounds and Sports Facilities

The school strives to diversify spaces and activities offered to students in order to stimulate their natural curiosity, allow them to expend energy, and relax after classes. These initiatives also promote socialisation and the development of essential social skills.

- Key Features of These Spaces
 - Adapted Equipment: Varied play areas, multifunctional sports fields.
 - Safety: Shock-absorbing flooring, protective barriers.
 - Accessibility: Equipment suitable for all physical ability levels.
 - Versatile Areas: Zones for different types of games and sports.
 - Encouragement of Physical Activity: Stimulating structures that promote movement.
- Health and Safety Provisions
 - Needs Assessment: Adapting spaces to students' needs and preferences.
 - Design and Installation: Creating safe and appealing playgrounds and sports fields.
 - Student Orientation: Explaining rules and expected behaviours.
- Objectives
 - Physical Well-being: Enhancing health and fitness.
 - Social Development: Promoting interaction and cooperation among students.
 - Academic Performance: Improving focus and academic success through regular physical activity.

Canteens and Relaxation Rooms

The school is also committed to promoting emotional well-being and responding to the need for both students and staff to disconnect and relax by providing spaces adapted to these needs. These areas, designed for each educational cycle, support emotional regulation by helping students calm down and manage their emotions. They also offer a sensory break in a calm environment, especially for sensitive students.

- Features of Our Relaxation Areas
 - Comfortable Furniture: Soft chairs, beanbags, cushions
 - Low Stimulation: Soft lighting, neutral colours
 - Privacy: Partitions or separate areas
 - Soothing Tools: Stress balls, sensory toys
 - Educational Resources: Books on emotional regulation
- Health and Safety Measures
 - Needs Assessment: Adapting the space to student needs.
 - Design and Installation: Creating a calming and secure environment.
 - Student Orientation: Presenting and explaining the rules of use.
- Objectives
 - Emotional Well-being: Improved behaviour and self-regulation
 - Academic Performance: Better focus and learning outcomes.



Education and Supervision

It is essential to ensure a safe and supportive environment for all students, both during lessons and during breaks. To this end, students must be educated to adopt safe behaviour for themselves and others. Educational staff play a key role by providing clear instructions and maintaining continuous vigilance.

- Safety Education: Students must be trained to adopt safe behaviour for themselves and others.
- Clear Instructions: Staff must provide guidance that encourages good behaviour.
- Attentive Supervision: Teachers and other qualified staff must remain consistently attentive to students' safety and well-being.
- Classroom and Playground Behaviour: Particular attention must be paid to behaviour during class and recess to prevent safety issues.
- Monitoring Warning Signs: It is essential to identify indicators of stress or discomfort, such as:
 - Frequent delays after recess.
 - Repeated requests to go to the bathroom.
 - Frequent visits to the infirmary without a clear reason.
 - Stress related to exams or poor performance.
 - Excessive physical effort to succeed in PE or other physical activities.
 - Negative peer reactions, such as mocking during academic efforts.

Active Supervision Techniques (Outside the Classroom)

- Positioning
 - Even Distribution: Staff should be strategically placed to cover all areas.
 - Key Points: Identify and consistently monitor high-risk areas with low visibility.
 - Mobility: Move regularly within the area to gain different perspectives and remain accessible to students
- Observation
 - Visual Scanning: Move your eyes left to right to scan the area without focusing too long on one group.
 - Dynamic Focus: Switch between general scanning and more detailed observation when suspicious behaviour is detected.
 - Active Listening: Be aware of ambient sounds - high-pitched cries, nervous laughter, or verbal disputes may indicate emerging situations.
- Interaction
 - Greeting Moment: Greet students with a "hello" upon arrival to show that you are present and available.
 - Positive Proximity: Stay close to students without being intrusive.
 - Proactive Engagement: Initiate conversations with different groups, ask about their games and how they feel.
 - Accessibility: Make it clear you are approachable and ready to intervene if needed. Encourage students to report any issues or unusual behaviour.

Ongoing Student Awareness

To promote the well-being of students and the entire school community, our school implements a series of continuous and targeted initiatives. These actions aim to strengthen students' understanding



and appreciation of essential values, foster discernment, and encourage a healthy and balanced lifestyle. Below is an overview of the key actions undertaken:

- Empower students to affirm their own cultural identity, which is the foundation of their future development as European citizens.
- Provide high-quality, comprehensive education from nursery through to the Baccalaureate.
- Emphasise a European and global approach, particularly in humanities subjects.
- Encourage creativity in music and visual arts, and help students recognise the importance of cultural heritage and European civilisation.
- Develop their physical abilities and promote a healthy lifestyle through sports and recreational activities.
- Strengthen a spirit of tolerance, cooperation, dialogue, and respect within the school community and beyond.
- Support the personal, social, and intellectual development of students, preparing them for the next stage of education.
- Ensure education for sustainable development through a cross-curricular approach, in line with European and international guidelines.

To reinforce students' judgment and well-being, the school offers various awareness workshops, including:

- Risk Prevention Programmes: Activities and information aimed at preventing issues such as bullying, abuse, or addiction, in collaboration with national authorities and local associations.
- Mental Health Promotion: Group or class-based actions to improve students' mental well-being.
- Health Promotion: Workshops promoting a healthy lifestyle for children and adolescents, and informational sessions on the risks associated with alcohol, tobacco, and digital media use (screen time, social media, etc.).
- Well-being Week: Student-led workshops focused on well-being at school.

To actively involve parents in this approach, specific workshops are offered:

- Support Groups for Parents of Teenagers: Discussions to help parents understand and support their adolescents.
- Family Screen-Time Discussions: Workshops to explore screen use and promote healthy digital habits at home.
- Acting Together: Sessions that encourage cooperation between parents and the school for the children's well-being.
- Health and Well-being: Workshops promoting healthy lifestyles for children and adolescents.
- Child Rights Awareness Day: Events to raise awareness among parents and children about children's rights.
- Open Day: An opportunity to explore the school's facilities, programmes, and educational projects.



Internal Follow-Up Procedures

KIVA

The KiVa programme, originally from Finland, is an effective initiative for tackling bullying in schools. Based on extensive research, it includes both universal and targeted actions aimed at preventing bullying and addressing cases when they arise.

- General Actions for all students:
 - Initiatives to positively influence group norms.
 - Teaching constructive and responsible behaviour.
 - Encouraging students not to support bullying and to help victims.
- Targeted Actions (when a bullying case arises):
 - Interventions involving the victim, the perpetrator(s), and witnesses.
 - Developing empathy and seeking positive solutions.
 - Goal: Stop the bullying without blaming or punishing anyone.

The KiVa team does not accuse or punish, but instead helps students develop empathy and find constructive ways forward.

KiVa is not a one-year project, but a long-term commitment integrated into the school's core efforts to combat bullying.

In this context, communications are carried out to raise awareness within the school community about the existence of this programme.

- For parents: Communicated via the school memorandum and during the beginning-of-year parent meeting.
- For students: Launch through a Kick-off Week with the strong slogan: *"Everyone has the right to come to school safely."*
- KiVa lessons are delivered throughout the year by teachers.

Peer Mediation

Peer mediation is a process in which young people resolve conflicts with the help of other young people. It involves two parties meeting at the school's peer mediation office - a private, safe, and confidential space - where they work through their problem with the support of two trained mediators.

- Objectives
 - Find a solution that satisfies both parties and prevents further conflict.
 - Improve the overall atmosphere of the school.
 - Help stop bullying in the school environment.
- Benefits
 - Reduces the need for disciplinary measures.
 - Decreases the number of conflicts.
 - Enables students to learn how to resolve conflicts independently.
 - Peer Mediation Project

Since the 2021–2022 school year, the peer mediation initiative has been supported by the National Youth Service (SNJ) under the name "S-Team", focusing on violence prevention and anti-violence projects. Examples include:

- Mentorship: At the start of each school year, students from S5–S7 visit all S1 classes to introduce the project and engage in group dynamics games to promote peaceful coexistence.



These older students become reference points for the younger ones, making it easier to approach mediation when needed.

- Mediation: A fast and simple way to resolve small conflicts. All students learn how to handle conflicts in a non-violent manner.
- Peer mediators work in small groups to raise awareness about violence. Through this, they learn about the forms and triggers of violence and work toward improving school life for everyone.
- Students are taught to recognise different types of violence and how to respond to them.
- Mediators also learn the importance of teamwork, committing to a common goal, and solidarity, regardless of language section, skin colour, gender, or religion.
- If mediators feel overwhelmed by a conflict, they can turn to the staff coordinators of the mediation project or to the school psychologists for support.

CareTEAM

The CareTEAM is a multidisciplinary support unit within the school, created to ensure optimal use of internal resources for the well-being of students. It focuses especially on students who need specific follow-up due to health or behavioural concerns.

- Main Objective: Monitor students requiring in-depth support due to health issues or behavioural concerns.
- Regular Meetings: The team meets at regular intervals for a comprehensive joint evaluation of individual cases, involving all relevant school departments.
- Team Composition:
 - Psychologists
 - Educational advisors and/or pedagogical coordinators of the relevant cycle
 - School nurses
 - School doctor (as needed)
 - ISA support coordinator
 - Deputy Director and/or Assistant Deputy Director of the relevant educational cycle

The CareTEAM ensures that each student identified as needing additional attention receives appropriate care and support for their well-being and academic success.

If necessary, the school management or safety officer may consult the CareTEAM, thanks to its multidisciplinary nature, to review whether relevant information has already been addressed by KiVa or Peer Mediation.

Health and Safety Committee

This committee meets four times a year and is composed of representatives of the parents, teachers, students, school administration, and members of the school staff.

The purpose of this committee is to ensure the health, safety, and well-being of the school community and to report observations or propose initiatives that benefit both students and staff.



Secondary Prevention

The teaching staff at the school are expected to be attentive to ambiguous situations and to report their concerns either to the school administration or the school medical service to receive advice on the appropriate course of action. Three main categories of risk behaviours should be distinguished:

- The student is putting themselves in danger (e.g., suicide attempts, substance use, non-suicidal self-injury, eating disorders, etc.).
- The student is in extreme distress (e.g., panic attacks, traumatic events, psychotic episodes, etc.).
- The student exhibits behaviour that is disruptive or dangerous to others (e.g., aggression, exaggerated reactions, antisocial behaviour, etc.).

Warning Signs

- The victim's statements
 - Explicit statements or clear narration
 - Ambiguous statements
 - Specific disorders related to the victim's body
 - Clearly medically observed signs (traumatic injuries, presence of sexually transmitted infections, foreign germs, pregnancy, etc.)
 - Ambiguous signs
 - Indicative disorders (regarding the victim's attitude or behavior)
- Depressive, sad, fearful, anxious, or guilty attitude
 - Aggressive or regressive behaviour (e.g., issues with cleanliness), hypersexualised behaviour (unusual interest or disgust regarding the body and sexuality, exhibitionism, obscene language or gestures)
 - Fear of undressing or going to certain places
- Reactive disorders following exposure to a traumatic event may include:
 - Depressive disorders
 - Sleep disorders
 - Cognitive disorders
 - Language disorders
 - Anxiety and mood disorders
 - Behavioural disorders
 - Aggressive behaviours toward oneself or others
 - Somatic pain (...)

Clues for Identifying Emerging Situations

- Signs of Conflict
 - Physical altercations (pushing, hitting, shoving, throwing objects, theft, damage to personal belongings).
 - Verbal disputes (shouting, arguing).
 - Group exclusion or targeting of a particular student.
 - Observe body language (e.g., aggressive postures, clenched fists).
 - Listen for raised voices or distressed tones.
 - Watch for groups surrounding a single student.



- Signs of Isolation
 - Students consistently playing or eating alone.
 - Students avoiding social interactions or group activities.
 - Visible signs of distress or sadness.
 - Noticing students who frequently stay on the edge of activities.
 - Body language indicating a need for closeness or support (e.g., staying close to adults or repeatedly seeking eye contact).
 - Observing those systematically excluded from games or group conversations.
 - Watching for changes in behaviour or mood during recess.
 - Providing support to isolated students.
- Signs of a Call for Help
 - Information shared with other students revealing personal concerns or worries.
 - Social media posts or messages expressing distress or implicit cries for help.
 - Clues embedded in schoolwork (e.g., drawings, stories, or essays expressing negative emotions or alarming situations).
 - Sudden shift in the content of schoolwork, such as references to sadness, conflict, or anxiety.

Response and Care

Once a concern about a student is raised or an incident occurs, internal procedures are activated to address the situation. This guide provides the main directives to be applied by our school in the various areas related to student well-being. The goal is for these key guidelines to be upheld by existing procedures and considered when developing new ones.

The principles followed by school staff upon detecting an incident or concern are:

- Immediate Management
 - Approach the situation calmly and assertively.
 - Separate the students involved if necessary.
 - Use de-escalation techniques (e.g., calming language, giving time to cool down).
- Mediation and Resolution
 - Listen to all parties involved if multiple students are affected.
 - Encourage students to express their feelings and perspectives.
 - Guide them toward a mutually acceptable solution.
- Engagement
 - Approach and interact with isolated students to include them.
 - Encourage other students to include them in games and activities.
 - Organise inclusive group activities that foster teamwork and cooperation.
- Follow-up and Monitoring
 - Regularly check on the student's progress.
 - Communicate with other teachers and parents to ensure consistent support.
 - Provide additional support or refer the student to a educational adviser if needed.



Procedure by Area of Application

Child Protection

The following section addresses a very serious and important issue for our entire school community: child abuse. Luxembourg defines child abuse as any situation involving physical violence, corporal punishment, sexual abuse, psychological violence, or severe neglect that could compromise a child's physical, psychological, or emotional development. Examples include:

- Physical abuse
- Psychological abuse
- Bullying
- Sexual abuse
- Neglect
- Sexual exploitation
- Exposure to abuse
- Economic exploitation

As a school, we have adopted a zero-tolerance policy regarding child abuse.

Principle

- Prevention: Raising awareness about children's rights and training staff to recognise signs of abuse.
- Intervention: If a case is suspected, staff must report it immediately to the school management, which will take the necessary measures to protect the student. This concerns sensitive information (personal and medical) that must be communicated appropriately.
- Follow-up: The school cooperates with social and medical services to ensure the child's ongoing well-being.

Current Approach

- When to make an internal report?
 - Case 1: The student seems to be the victim of psychological abuse or neglect that does not directly endanger their physical or mental integrity (see *warning signs* and *indicators of emerging situations* in this document).
 - Case 2: The student has injuries of uncertain origin and is unwilling or unable to explain them and shows signs of fear or distress.
 - Case 3: Indistinct signs of distress suggest the student may have been or is a victim of sexual abuse.
 - Case 4: The student's physical integrity is compromised - immediate reporting is required. For example, a student shows up at school with visible bruises and reports being physically assaulted by an adult.
 - Case 5: The student confides or shows signs indicating sexual abuse.
- How to make an internal report?
 - Case 1: Submit the *Concern Form* or send an email to the Child Protection Officer (*responsable sécurité*), copying the Deputy Director for the relevant cycle. The information will be shared internally with the CareTEAM as needed for follow-up.
 - Cases 2 to 5: Immediately call the Child Protection Officer on their phone (+352 621 189 008) to make a report. After that, use the Concern Form or send a written report by email to the Child Protection Officer, with the Deputy Director of the relevant cycle and the **Director** in copy. They will decide on the actions to be taken.
 - In case of doubt regarding the handling of the shared concern and its communication to the authorities, you may contact management for clarification on the actions taken.



- What to do when questions are asked by authorities or external specialists?
 - The Director is the school's legal representative toward parents and public authorities.
 - If you are personally contacted by competent authorities or an external specialist requesting information about a student's education or family situation: Forward the request/information by email to the Child Protection Officer, copying the Deputy Director for the relevant cycle.
 - The school leadership will conduct the necessary verifications to confirm the legitimacy of the request.
 - Following this, the Child Protection Officer will send an internal request to collect any relevant information about the student and their educational history.

Summary of Roles and Responsibilities

- Teaching and Support Staff: Immediately report any suspicious signs of mistreatment or abuse, while maintaining confidentiality and cooperating with the CareTEAM and/or Secondary School educational advisers, the Safety Officer, and school leadership, in accordance with established procedures. Furthermore, if a staff member is contacted by the competent local authorities, youth supervision and support associations, lawyers, or external specialists to obtain information about a student's education or family situation, the request must be immediately forwarded to the school management, who will verify it and respond. An exception to this rule applies when the staff member is officially summoned to appear as a witness in the context of a judicial investigation.
- CareTEAM/educational advisers: Coordinate the follow-up of situations involving students and report those requiring special attention.
- Safety Officer: Receive, process, and centralise information for school leadership, while serving as a liaison with external authorities in accordance with current regulations.
- School Leadership: Supervise and validate actions to be taken regarding reported cases and ensure compliance with internal procedures.

Additional Documentation to Consider

- Link to the school intranet
 - <https://eursc.sharepoint.com/sites/mam-adm/SitePages/Security.aspx>
- Link to the national guidelines
 - <https://justice.public.lu/fr/famille/protection-jeunesse.html>
 - <https://men.public.lu/fr/publications/droits-enfant/informations-generales/maltraitance-mineur.html>



Anti-Bullying Policy

The school is committed to creating a safe and respectful environment for all students by actively combating bullying in all its forms. Prevention, intervention, and follow-up are essential to ensure that each student can learn and grow in an environment free from fear and harassment.

Principles

- **Prevention:** Educational programmes to promote respect and inclusion
 - **Educational Programmes:** The school implements programmes such as KiVa and *Peer Mediation* (S-Team) to raise student awareness of the importance of respect and inclusion. These programmes aim to instil positive values and prevent bullying behaviours.
 - **Awareness Workshops:** Workshops and information sessions are held regularly to educate students about the effects of bullying and how to prevent it.
 - **Staff Training:** Staff members receive ongoing training on how to recognise signs of bullying and strategies to create an inclusive and respectful school environment.
- **Intervention:**
 - **KiVa:** This Finnish anti-bullying programme is based on both targeted and general actions to prevent bullying and to intervene when necessary. The actions include initiatives aimed at influencing group norms and teaching students how to behave constructively and responsibly.
 - **Peer Mediation:** Students trained as peer mediators help resolve conflicts among peers in a constructive and confidential way. Peer mediation aims to find mutually acceptable solutions and improve the overall school atmosphere.
 - **CareTEAM:** Each school level has a CareTEAM composed of psychologists, nurses, educational coordinators, school educational advisers, and a member of the leadership team. This group meets to discuss bullying cases and coordinate appropriate interventions.
- **Follow-up:**
 - **Ongoing Monitoring:** Educational advisers and coordinators regularly follow up on reported bullying cases, involving other school resources (homeroom teachers, psychologists, etc.) as needed. This includes follow-up meetings, continuous assessments, and adjustments to intervention plans where necessary.
 - **Teacher Consultation:** The CareTEAM may consult with teachers to gather additional information and ensure consistent support and care.
 - **Legal Intervention:** If a bullying case requires legal action, the CareTEAM, through the relevant school leadership, contacts the Safety and Security Officer to review the legal framework and take necessary measures, including reporting the case to the Youth Prosecutor's Office.



Current Approach

- Identification and Reporting:
 - A teacher, staff member, or student can report concerns about bullying to the nurse, psychologist, or cycle pedagogical coordinator.
 - The health professional or pedagogical coordinator collects initial information and assesses the situation.
- Assessment and Planning:
 - The case is presented to the cycle's CareTEAM for a more in-depth evaluation. The CareTEAM may include teachers to provide additional insights.
 - A personalised intervention plan is developed for each situation, including mediation sessions, academic adjustments, and other appropriate support measures.
- Intervention and Follow-up:
 - The intervention plan is implemented by the relevant staff members.
 - Regular follow-ups are conducted to assess progress and adjust interventions if necessary.
- Consultation and Referral:
 - If the case requires legal action or specialised support, the CareTEAM, through the cycle's administration, contacts the head of safety and security to consult the legal framework and take appropriate measures.
 - The head of safety contacts the office of the youth prosecutor to report the situation and follow the appropriate legal procedures.

Summary of Roles and Responsibilities

- Teaching and Support Staff: Actively promote core values such as tolerance, respect, empathy, and resilience in their daily interactions with students. Identify and report any signs of bullying immediately, while taking steps to support the students involved, maintaining confidentiality, and collaborating with the CareTEAM and/or the Secondary cycle education educational advisers, the head of safety, and the school administration, in accordance with established procedures.
- Student Mediators: Help resolve peer conflicts in a constructive and confidential manner. Mediators play a key role in preventing bullying by facilitating communication among students and encouraging peaceful solutions.
- Parents: Educate their child about appropriate behaviour, remain alert to signs of bullying or disciplinary issues, and collaborate with the school to address these situations.
- Educational advisers/ PRI Coordinators / CareTEAM: Coordinate interventions and provide educational support to students whose behaviour is concerning. They work with teachers, students, and their families to develop personalised action plans. They are also responsible for organising mediations and conflict resolution workshops in response to inappropriate behaviour, and for reporting cases that require special attention.
- Head of Safety: Receive, process, and centralise information for the school administration, while ensuring communication with external authorities in accordance with current regulations.
- School Leadership: Oversee and validate actions to be taken regarding reported cases and ensure compliance with internal procedures.



Additional Documentation to Consider

- Links to the school's intranet:
 - <https://eursc.sharepoint.com/sites/mam-adm/SitePages/Security.aspx>
 - <https://www.eel2.eu/fr/page/protection-de-lenfance-et-kiva>
 - <https://www.eel2.eu/fr/page/mediation-par-les-pairs>
- Links to national-level information:
 - <https://men.public.lu/fr/grands-dossiers/systeme-educatif/cepas-exit-mobbing.html>
 - <https://www.bee-secure.lu/fr/>



Mental Health

The mental health of students is essential for their overall well-being, academic success, and personal development. Good mental health is characterised by a state of well-being in which a student can realise their own potential, cope with the normal stresses of life, work productively, and contribute to their school community. To maintain good mental health, it is crucial to promote a positive school environment, provide support resources, and intervene promptly when difficulties arise.

Principles

- **Prevention:**
 - **Activities and Resources:** The school provides access to various activities and resources to promote mental health. This includes relaxation sessions, stress management workshops, mental health awareness programmes, and regular physical activities. Students are encouraged to participate in clubs and extracurricular activities to foster emotional and social well-being.
 - **Training:** Staff members receive regular training to identify signs of mental distress and to promote effective support practices.
- **Intervention:**
 - **Access to Medical-Psychological Support (Nurse or Psychologist):** Students have access to school psychologists and nurses in each cycle (nursery, primary, secondary). These professionals offer individualised support and short-term interventions tailored to students' specific needs. If long-term care is needed, students are referred to external professionals.
 - **Personalised Intervention Plan:** For students facing difficulties, personalised interventions are put in place. This may include counselling sessions and support plans developed in collaboration with teachers and parents.
 - **CareTEAM:** Each cycle has a CareTEAM composed of psychologists, nurses, pedagogical coordinators, educational advisers, and a member of the school management. The CareTEAM meets regularly to discuss sensitive cases and coordinate necessary interventions.
- **Follow-up:**
 - **Regular Monitoring:** Health staff and secondary educational advisers carry out regular follow-ups with students who have received support. This includes follow-up meetings, ongoing evaluations, and adjustments to intervention plans as needed.
 - **Referral to External Services:** If a student requires more specialised support, a referral to external services, such as therapists or specialised clinics, is organized. The CareTEAM may also consult teachers for additional information to ensure consistent and coherent support.

Current Approach

- **Identification and Reporting:**
 - A teacher, staff member, or student can report concerns about a student's mental health to the school nurse, psychologist, or the pedagogical coordinator of the cycle.
 - The health professional or pedagogical coordinator collects initial information and assesses the situation.
- **Assessment and Planning:**
 - The case is presented to the cycle's CareTEAM for a more in-depth evaluation. The CareTEAM may include teachers to provide additional insights.



- A personalised intervention plan is developed, which may include counselling sessions, academic adjustments, and other appropriate forms of support.
- Intervention and Follow-up:
 - The intervention plan is implemented by the psychologist, nurse, and other relevant staff members.
 - Regular follow-ups are carried out to evaluate progress and adjust interventions as needed.
- Consultation and Referral:
 - If the case requires legal action or specialised support, the CareTEAM, via the cycle leadership, contacts the Head of Safety and Security to consult the legal framework and take appropriate action.
 - The Head of Safety then contacts the Youth Prosecutor's Office to report the situation and follow the relevant legal procedures.

Summary of Roles and Responsibilities

- Teaching and Support Staff: Identify and report any signs of mental distress in a student. They are also responsible for supporting students within the school environment and collaborating with specialised staff, the CareTEAM, and the school leadership to provide support tailored to students' needs.
- Parents: Work closely with the school, follow the recommended measures and adjustments, and provide the necessary support at home to promote their child's academic and emotional development.
- Medical Services (Psychologists and Nurses)/CareTEAM: Provide psychological support, work directly with students to guide and assist them, and report cases requiring special attention.
- External Specialists: Offer additional expertise and individualised support outside the school setting when necessary.
- Head of Safety: Receive, process, and centralize information for the school leadership, while ensuring coordination with external authorities in accordance with current regulations.
- School Leadership: Oversee and validate the actions to be taken in reported cases and ensure compliance with internal procedures.

Additional Documentation to Consider

- Links to the school's intranet:
 - <https://eursc.sharepoint.com/sites/mam-adm/SitePages/Security.aspx>
 - <https://eursc.sharepoint.com/sites/mam-adm/SitePages/Psychologist.aspx>
- Links to national-level information:
 - <https://www.prevention-psy.lu/>
 - <http://www.llhm.lu/>
 - <https://sante.public.lu/fr/publications/h/hbhc-rapport-sante-mentale.html>
 - <https://men.public.lu/en/actualites/secouristes-sante-mentale.html>



Good Conduct

One of the fundamental goals of our school is to educate individuals who are capable of formulating and defending their opinions while respecting community principles and core values such as resilience, equality, solidarity, and the acceptance and defence of others' perspectives and opinions with empathy and tolerance. It is important that every member of the school community feels a sense of belonging and is able to find their place in order to grow and become a promoter of these same values. The current political and societal context shows that no one is immune to radicalisation. As a school, we take on the responsibility of upholding our human, European, and democratic values and of protecting our students, who are particularly vulnerable targets for recruiters of various extremist and even terrorist movements.

Principles

- Prevention: Education in values and citizenship; promotion of positive behaviour.
- Intervention: Disciplinary measures and educational support for inappropriate behaviour, including mediation sessions and conflict resolution workshops.
- Follow-up: Monitoring student progress through personalised action plans to ensure continuous improvement.

Current Approach

- Prevention axes and awareness of fundamental principles
 - Respect for others, which consists of respecting others' freedom regarding their opinions, beliefs, or ways of life.
 - The existence of limits to freedom of expression. Certain acts or words can even be punishable. Crossing the limits of freedom of expression constitutes an offense, which may be sanctioned by a judge.
 - In order to properly guide and educate our students, emphasising the importance of supporting young people in their learning process, it is essential to organise regular exchanges based on needs to:
 - Address the topic of manipulation and discuss the risks it may pose with our students.
 - Remind legal guardians of the importance of establishing and maintaining a relationship of trust with their children and assisting them in this process, particularly during adolescence.
 - Engage with all different stakeholders of the school to establish a consistent approach and an adequate response to support school staff in their role.
 - The identification of the boundary between ideology and radicalisation is reflected through the legislative and regulatory framework.
- Intervention
 - Reporting and handling of conflictual or disciplinary situations through the school's prevention and follow-up programmes, applying the school rules and those of each educational cycle.
 - Reporting behaviours that incite discrimination, hatred, violence, or segregation towards others, publicly, intentionally, and for a specific reason; that spread ideas based on racial superiority or racial hatred; that call for membership or collaboration with a group or association that repeatedly promotes discrimination or segregation; that have a negationist nature; that contain written insults, misuse of communication means, and harassment.



- Post-Intervention
 - Exclusion of a radicalised person from the school, knowing that temporary or even permanent exclusion is a last resort when other educational approaches to correct the detected behaviour have failed.
 - Reintegration into school life of a person reputed or judged radicalised, after risk assessment and on the recommendation of a competent authority, an external specialist, etc.
 - Reintegration Charter: Formal acceptance of the values conveyed by the School and commitment of the concerned student to the provisions related to their gradual reintegration into school activities.

Summary of Roles and Responsibilities

- Teaching and Support Staff: Actively promote fundamental values such as tolerance, respect, empathy, and resilience in their daily interactions with students. They play a key role in identifying inappropriate behaviours and encouraging a respectful environment. They report problematic cases and contribute to the development of educational action plans.
- Parents: Educate their child on appropriate behaviours, be attentive to signs of harassment or disciplinary problems, and collaborate with the school to resolve these situations.
- Educational advisers/CareTEAM: Coordinate interventions and provide educational support to students with concerning behaviour. They work with teachers, students, and families to develop personalised action plans. They are also responsible for organising mediation and conflict resolution workshops in case of inappropriate behaviour. Finally, they report cases requiring special attention.
- Security Officer: Receive, process, and centralise information for the school management, while ensuring liaison with external authorities in accordance with current regulations.
- School Management: Oversee and validate actions to be taken regarding reported cases and ensure compliance with internal procedures.

Additional Documentation to Consider

- Link to the school intranet
 - <https://eursc.sharepoint.com/sites/mam-adm/SitePages/Security.aspx>
- Links to national guidelines
 - <https://legilux.public.lu/eli/etat/leg/rgd/2009/règles de conduite et l'ordre intérieur communs à toutes les écoles.>
 - <https://respect.lu/>
 - <https://police.public.lu/fr/aide-aux-victimes/radicalisation.html>



Combating the Use and Abuse of Substances

Our school firmly opposes the consumption of tobacco and alcohol and the use of psychoactive substances (legal or illegal) by students in general and within school buildings, on the entire school premises, and during school activities/excursions. However, to accurately reflect the complexity of concerning situations, which may arise regardless of the type of psychoactive substances (legal or illegal), and to determine the appropriate approach, several subcategories are listed according to the following list and definitions:

1. **Concerning information**, which may involve a change in behaviour, unverified facts within the school, or verified facts that occurred off-site.
 - a. Observations within the school by staff or during academic follow-up (school dropout, tardiness, absences, etc.).
 - b. Rumours related to illicit substances (from other students, on social networks, videos, etc.).
 - c. Observations of an incident by a staff member in proximity (from other students, on social networks, videos, etc.).
2. **Confirmed use on school premises**. Note that in the case of information about consumption outside the site or on social networks, the approach to be adopted refers to case no. 1.
 - a. Electronic cigarettes and/or tobacco.
 - b. Alcohol.
 - c. All types of drugs and/or medication (inappropriate use outside of a medical need).
3. **Possession**, on the person and/or in their belongings (and locker), within the school grounds or during a school activity. Note that in the case of information about possession outside the site or on social networks, the approach to be adopted refers to case no. 1.
 - a. Electronic cigarettes and/or tobacco.
 - b. Alcohol.
 - c. All types of drugs and/or medication (inappropriate use outside of a medical need).
4. **Incidents (confirmed use or possession)** occurring during school activities organised off-site and/or outside school hours. Note that in the case of information about possession outside the site or on social networks, the approach to be adopted refers to case no. 1.
5. **Excursions/sports or cultural activities outside the school.**
6. **School trip outside the territory of Luxembourg.**

Principle

- Prevention: Information on the dangers of substances and awareness programmes in collaboration with local experts.
- Intervention: If a student is found in possession or under the influence of substances, they will be referred to the school management for disciplinary measures and appropriate support.
- Follow-up: Ongoing support with educational advisers and rehabilitation programmes if necessary, including family counselling sessions.

Current Approach

- Prevention within the school
 - o Awareness workshops
 - o Communication and monitoring
 - o Internal school rules
 - o Active role of teaching staff
- Intervention with a student



- o Care and support for the student
- o Communication with parents
- o Transmission of the file to the school's CareTEAM for proposals for follow-up actions and support
- Post-intervention and support
 - o Situation evaluation
 - o Evaluation of the impact and disciplinary actions to be considered
 - o Collaboration with parents and external specialists based on the CareTEAM's recommendations
 - o Collaboration with local authorities

Summary of roles and responsibilities

- Teaching and support staff: Actively promote zero tolerance for psychoactive substances. Monitor and report any suspicious behavior or observation concerning the use or possession of substances (tobacco, alcohol, drugs). In case of problematic behaviour, they transmit the information to the CareTEAM and/or secondary level educational educational advisers, the security officer, and the school management, according to established procedures.
- Parents: Be attentive to any signs of substance use in their child and cooperate with the school to ensure appropriate follow-up if necessary.
- CareTEAM/Educational educational advisers: Analyse concerning situations and coordinate intervention actions. They establish personalised follow-up for the students concerned, develop support plans, and ensure communication with parents. If necessary, they refer students to rehabilitation programmes or external specialists. They also report cases requiring special attention.
- Security Officer: Receive, process, and centralise information for school management while liaising with external authorities in accordance with current regulations.
- School Management: Supervise and validate the actions to be taken regarding reported cases and ensure compliance with internal procedures.

Additional documentation to be considered

- Link to school intranet
 - o <https://eursc.sharepoint.com/sites/mam-adm/SitePages/Security.aspx>
- Link to national guidelines
 - o https://gouvernement.lu/fr/actualites/toutes_actualites/communiqués/2020/10-octobre/12-plan-action-drogues.html
 - o <https://police.public.lu/fr/legislation/stupefiants.html>
 - o <https://police.public.lu/fr/prevention/programmes-de-prevention/stupefiants-alcool-tabacs.html>
 - o <https://gouvernement.lu/fr/dossiers/2023/paquet-mesures-criminalite-stupefiants.html>
 - o <https://men.public.lu/dam-assets/catalogue-publications/courriers-de-leducation-nationale/numeros-speciaux/cannabis-chez-les-adolescents.pdf>
 - o <https://men.public.lu/dam-assets/catalogue-publications/sante-bien-etre/informations-generales/guide-de-prevention-addictions.pdf>
 - o <https://sante.public.lu/fr/espace-citoyen/dossiers-thematiques/s/sante-securite-travail/substances-illicites.html>
 - o <https://sante.public.lu/fr/espace-citoyen/dossiers-thematiques/d/drogues.html>
 - o <http://cnapa.lu/de/services/service-therapeutique-solidarite-jeunes-2/>



Health, Safety, and Security

The safety of students and staff is a top priority. This includes facility maintenance, emergency preparedness, and the promotion of safe practices.

Principle

- Prevention: Regular maintenance of school facilities, safety and evacuation drills, and first aid training.
- Intervention: Immediate and appropriate response to safety incidents, with clear communication to parents and authorities if necessary.
- Follow-up: Analysis of incidents to improve safety procedures and prevent recurrence.

Current Approach

- Regular maintenance: Ensure that all school facilities are regularly inspected and maintained to guarantee safety.
- Safety drills: Organise regular safety drills, including evacuation exercises and emergency simulations.
- First aid training: Provide training for staff and students in first aid and in responding to safety incidents.

Summary of Roles and Responsibilities

- Teaching and support staff: Supervise students in general, follow school rules and guidelines, actively participate in training and awareness workshops, and ensure that students properly understand safety rules and emergency procedures. They must intervene promptly in the event of an incident to ensure student safety and report any concerning situation to school management.
- Students: Actively participate in safety drills and other awareness workshops. They must follow safety instructions and report any dangerous situation or incident to a staff member. In case of an emergency, they must follow established evacuation or intervention procedures to ensure their own safety and that of others.
- Health personnel: Provide immediate medical assistance in the event of an incident, especially in cases of injury or illness.
- Security officer: Manage physical security, organise the implementation of regular safety drills, and propose training and adjustments to safety protocols. In case of an incident, they take the necessary measures to ensure the immediate safety of students and staff.
- School management: Supervise and validate safety practices, organise evacuation and safety drills, and ensure that all facilities are regularly maintained and secure. Management is responsible for the overall coordination of responses to safety incidents and for the continuous improvement of procedures to ensure a safe environment for everyone.

Additional documentation to be considered

- Link to school intranet
 - <https://eursc.sharepoint.com/sites/mam-adm/SitePages/Security.aspx>
- Link to national guidelines
 - <https://legilux.public.lu/eli/etat/leg/tc/1995/11/03/n1/jo>



Complaint Handling System

A transparent and effective system for handling complaints is essential to maintain a healthy school environment.

Principle:

- Clear procedures: Establish clear procedures for submitting and handling complaints, including standardised forms and designated points of contact.
- Complaint follow-up: Ensure appropriate follow-up of complaints with regular communication to the concerned parties.
- Confidentiality: Guarantee that all complaints are handled confidentially and respectfully.

Current approach

- Procedure for handling a complaint concerning a teacher or staff member (teacher, teaching assistant, nurse, psychologist, etc.)
 - Receipt of the complaint:
 - The complaint can be submitted in writing or verbally to the deputy director of the relevant cycle (kindergarten, primary, or secondary). A complaint form may be used to formalise the complaint.
 - The deputy director informs the school director of the received complaint, acknowledges receipt, and informs the complainant about the process and the expected timeframe for handling the complaint.
 - Initial investigation:
 - The deputy director or their assistant conducts a preliminary investigation to gather additional information and understand the details of the complaint.
 - If necessary, the deputy director consults the nurse, psychologist, or other relevant staff for clarification.
 - Decision making:
 - The school director, after consulting with the relevant deputy director, decides on the measures to be taken, which may include mediation, discussions with the parties involved, or disciplinary actions.
 - Communication of results:
 - The deputy director informs the complainant and the person concerned about the investigation results and the actions taken.
 - Follow-up is conducted to ensure the situation is resolved satisfactorily and to prevent recurrence.
 - Documentation:
 - All complaints and actions taken are documented and archived by the deputy director, with a copy sent to the security and safety officer for recording.
- Procedure for handling a complaint against the principal or their deputies
 - Receipt of the complaint:
 - The complaint may be submitted in writing or orally to the school's safety and security officer. A complaint form may be used to formalize the complaint.
 - The safety officer acknowledges receipt of the complaint and informs the complainant about the process and the expected timeframe for handling the complaint.
 - Initial investigation:



- The safety officer conducts a preliminary investigation to gather additional information and understand the details of the complaint.
- If necessary, the safety officer consults with nurses, psychologists, or other relevant staff for clarification.
- Decision-making:
 - The safety officer consults with the appropriate authorities or an impartial external committee to assess the complaint and decide on the actions to be taken.
 - Actions may include mediation, discussions with the parties involved, or disciplinary measures.
- Communication of results:
 - The safety officer informs the complainant and the person concerned of the results of the investigation and the actions taken.
 - Follow-up is conducted to ensure that the situation is resolved satisfactorily and to prevent recurrence of the incident.
- Documentation:
 - All complaints and actions taken are documented and archived by the safety officer, with a copy sent to the appropriate authorities if necessary.

Summary of Roles and Responsibilities

- Teaching and support staff: Provide factual or contextual information necessary for the investigation when they are involved in a complaint or are called upon as witnesses or participants in discussions regarding the situation. They participate in mediations or discussions to resolve complaints constructively, while ensuring a respectful environment is maintained.
- Parents: Submit complaints clearly and constructively when necessary, using the established forms or procedures. They are expected to cooperate with the school in the follow-up process to ensure that the resolutions implemented are effective and appropriate.
- Safety Officer: Oversee investigations concerning complaints directed against the school leadership or their deputies and consult with authorities or external committees if necessary. They ensure confidentiality is respected and that investigation results are communicated clearly and transparently. They may propose psychological or educational support for students or staff affected by a complaint. They help analyse situations, propose appropriate solutions, and work to prevent similar incidents through awareness-raising or training initiatives.
- School Leadership: Handle complaints directed against staff members (teachers, nurses, psychologists, etc.) by supervising investigations, making informed decisions, and ensuring the results are communicated. The leadership works with staff and parents to ensure that all complaints are handled fairly and equitably, while also ensuring appropriate follow-up to prevent recurrence.

Additional Documentation to Consider

- Link to the school intranet
 - <https://eursc.sharepoint.com/sites/mam-adm/SitePages/Security.aspx>



Glossary

Sexual Abuse

Sexual abuse occurs when a child is used by another person for their own gratification or arousal, or for that of others. It may involve contact sexual acts (masturbation, fondling, oral sex, or penetration) or exposing the child to sexual activities directly or through pornography (non-contact sexual abuse). Child sexual abuse can encompass a wide range of abusive activities, including grooming and online sexual exploitation. It is rarely a one-time incident, and, in many cases, it recurs over several years.

Child's Lawyer

In accordance with Article 18 of the amended Law of 10 August 1992 on the Protection of Youth, a child has the right to be assigned a lawyer by the Juvenile Judge. This legal assistance is, in principle, free of charge. The lawyer may make compensation claims on behalf of the child and take legal action to seek reparation for the harm suffered by the child and their relatives.

The lawyer is also responsible for assisting and advising the child if they wish to be present during the trial. In such cases, the lawyer must explain the legal procedure and the course of the hearing. The lawyer may also consult an expert to help the child assess and understand the risks of a renewed confrontation with the facts and the perpetrator, either on the lawyer's own initiative or upon request.

Well-being

The general concept of well-being refers to a state of comfort, health, or happiness within oneself and with oneself. Feeling well means that a person is generally satisfied with life, holds a positive outlook on their current situation, and feels confident about the future. A general sense of physical, psychological, social, and emotional health provides a strong foundation for peaceful educational development, helping the child to fully realise their potential. Feeling well does not mean a person is always happy or never experiences difficult moments.

Strategic Framework for Student Well-Being

This term, as used within the European Schools, refers to the following strategic areas:

- Child protection
- Anti-bullying
- Mental health
- Positive behaviour
- Substance use and abuse
- Health, safety, and security policy

Confidentiality Clause Related to Child Protection

When students share personal information with a staff member, and the student is a minor, that information will remain confidential except in the following three circumstances:

1. Harm to self
2. Harm to others
3. Harm being experienced by the student

Child

This term refers to a person under the age of 18 (or below the legal age in the host country of the European School). This definition is without prejudice to the applicable national laws and regulations concerning criminal matters and child protection.

Sexual Exploitation

See "Sexual Abuse"



Exposure to Abuse

The term “children exposed to abuse” includes situations in which a child witnesses’ domestic violence or abuse occurring within an environment from which they cannot easily remove themselves (family, classroom, circle of friends, etc.).

Bullying

See “Intimidation”

Cyberbullying

See “Online Bullying”

Early Intervention

See “Secondary Prevention”

Intimidation

Bullying is the intentional and repeated infliction of distress or harm on the same person. It is also characterised by the difficulty victims have in defending themselves. This refers to the imbalance of power between the parties - the child being bullied usually has less power or physical strength than the perpetrator(s).

Bullying can take many forms, most often verbal abuse and public mocking (teasing, insults, negative/racist/sexist comments, taunting, threats, harassment, exclusion, isolation, psychological violence, etc.) directed at the target.

Online Bullying

This term is used to describe various acts of harassment, threats, and harmful peer behaviours conducted via electronic media. This may include the sharing of videos, photographs, and messages through social media, email, and mobile phones with the intention of causing humiliation.

Inviolability of the School

The school director is responsible, within the scope of their duties, for maintaining the inviolability of the premises within the school grounds.

Child Abuse

A child is considered abused when a parent, guardian, or another person, through action or omission, causes injury, death, emotional harm, or a risk of serious harm to the child. This includes physical, psychological abuse or sexual abuse. Multiple forms of abuse may coexist in cases of child maltreatment.

Physical Abuse

See “Physical Violence”

Psychological Abuse

See “Psychological Violence”

Sexual Abuse

See “Sexual Abuse”

Neglect

Neglect occurs when a child does not receive adequate care or supervision, to the extent that it causes harm to their physical health or development. It is typically defined in terms of omission of care, when the child’s health, development, or well-being is compromised due to deprivation of food, clothing, warmth, hygiene, medical care, intellectual stimulation, supervision, and safety.

Mental Health

A person’s psychological and emotional well-being contributes to assessing their state of mental health. It influences how we manage stress, relate to others, and make decisions.

Reporting

This is a protective action aimed at informing judicial authorities of suspected cases of abuse, so that a legal assessment can be conducted. This process helps identify the perpetrator and protect both the victim and potential future victims. Reporting has no negative consequences for the person making the report.



Duty of Care

The school must ensure that students benefit from a safe and secure educational environment, and that anyone working with students is fit to do so. Children have the right to feel safe.

Legal Obligation

A professional who, in the course of their duties, becomes aware of facts that may constitute a crime or offense is required to report it. For the purpose of this obligation, the term “professional” refers to anyone whose profession involves working with children, particularly in the fields of education, health, and public assistance.

- Article 23, paragraph 2 of the Code of Criminal Procedure states: “Any constituted authority, public officer or official, as well as any employee or agent entrusted with a public service mission—whether employed or mandated under public or private law—who, in the exercise of their duties, becomes aware of facts that may constitute a crime or an offence, is required to report them without delay to the State Prosecutor and to forward to the magistrate all related information, records, and documents, notwithstanding any applicable rules of confidentiality or professional secrecy.”
- Article 410-1 of the Penal Code states: “Anyone who, without serious danger to themselves or to others, voluntarily fails to assist or provide help to a person in grave danger—whether they witnessed the situation themselves or it was described to them by those requesting their intervention—shall be punished by imprisonment from eight days to five years and a fine of €251 to €10,000, or by one of these penalties alone.”
- A civil servant or employee/agent entrusted with a public service mission who, in the course of their duties, becomes aware of facts that may constitute a crime or offence and fails to report them may be considered to have committed the offence of failing to assist a person in danger.
- The Penal Code also establishes the offence of obstruction of justice in Article 140: “Anyone who, having knowledge of a crime that could still be prevented or whose consequences could still be limited, or whose perpetrators are likely to commit new crimes that could be prevented, fails to inform judicial or administrative authorities shall be punished by imprisonment of one to three years and a fine of €251 to €45,000.”
- This reporting obligation applies without exception to everyone, including the perpetrator’s close contacts and professionals bound by professional secrecy, who are aware of a crime committed against a minor under the age of 18.
- Professional secrecy must, of course, be respected toward third parties. It may only be shared with professionals—of the same or a different field—who are directly concerned, through their duties, with the report or with the child’s situation.

Legal Representative of the Student

Persons vested with parental authority over a minor student, or the student themselves if they have reached the age of majority according to their national law. Regarding the school and unless otherwise notified, when the student is a minor, the persons presenting themselves as the student’s father and mother are presumed to both have parental authority. Unless expressly notified otherwise, the school assumes it may address either of the student’s legal representatives interchangeably.

Primary Prevention

A set of actions and measures taken to anticipate and inform the school population to promote well-being, remain attentive and vigilant to signs of distress and malaise, and to prevent risky behaviours among students (violence, drug use, suicide, etc.).



Secondary Prevention

When primary prevention measures fail to protect students, additional actions are necessary. These measures aim to interrupt the progression of a deteriorating situation or to prevent an already compromised situation from worsening further.

Illicit Substances

See “Harmful Substances”

Harmful Substances

Substances such as alcohol, tobacco, and drugs (medications, volatile substances, illegal drugs, new psychoactive substances, and other unauthorized substances).

Physical Violence

Physical violence occurs when someone deliberately physically harms a child or puts them at risk of physical injury. It can be a single incident or a series of incidents. Reasonable concern exists when a child’s health and/or development is, may be, or has been impaired due to suspected physical violence.

Psychological Violence

Psychological violence is the systematic emotional or psychological mistreatment of a child within the overall relationship between a caregiver and the child. Occasional or isolated difficulties between a parent/caregiver and a child are not considered emotional abuse. Abuse occurs when a child’s fundamental needs for attention, affection, approval, consistency, and security are not met due to the incapacity or indifference of their parent or caregiver.