

Pupils' Well-Being Policy

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ESLj CHILD PROTECTION POLICY

I. DEFINITION OF CHILD ABUSE

Child abuse occurs when a parent, caregiver, or any other individual causes injury, death, emotional harm, or poses a serious risk of harm to a child either through direct action or neglect. It involves physical abuse, psychological mistreatment, and/or sexual exploitation of a child. In many cases, different forms of abuse may occur simultaneously.

I.1 Reasonable grounds for concern

Concerns about potential child abuse must be reported. It is not necessary to have proof that abuse has taken place. Reasonable suspicion is sufficient to make a report. Following a report, the information will be carefully reviewed alongside any other available data, and an assessment will be conducted if a significant risk is identified. The role of the school is not to investigate, but to seek help for the child, to inform and involve the appropriate institutions.

I.2 Reasonable grounds for child protection or welfare concern include:

- Evidence (such as injury or behaviour) that suggests abuse and is unlikely to have another explanation.
- Any suspicion of possible sexual abuse.
- Consistent signs that a student is experiencing emotional or physical neglect.
- A student disclosing or indicating through any means that they have been abused.
- An admission or a mere implication by an adult or student regarding alleged abuse they have committed.
- A report from someone who witnessed the student being abused.

I.3 Types of child abuse

All school staff should be familiar with the signs, which may indicate child abuse. This section outlines the four types of abuse: neglect, emotional abuse, physical abuse, and sexual abuse. Included is an explanation of how each type of child abuse can be recognised. A student may be subjected to more than one type of abuse. Child abuse can occur within the family, community, or in an institutional setting. The abuser may be known to the student or a stranger and could be an adult or another child or adolescent.

In cases where abuse is alleged to have been committed by another child or adolescent, it is considered a welfare issue for both the victim and the alleged abuser, and child protection procedures must be followed for both individuals involved.

The critical factor in determining whether a behaviour constitutes abuse or neglect is the impact of that behaviour on the child rather than the intent of the parent, caregiver, or other person involved.

The definitions of neglect and abuse provided in this section are not legal definitions but are intended to describe how a child might experience abuse and how it may be recognised.

The procedures for reporting child abuse or neglect are outlined later in this policy. If a child is believed to be in immediate danger, the relevant national authorities should be contacted without delay by the Head of School.

1.3.1 Neglect

Neglect is the most frequently reported form of abuse worldwide. Chronic neglect is extremely harmful to a child's development and well-being and can lead to serious long-term negative consequences.

Neglect occurs when a child or adolescent does not receive adequate care or supervision, resulting in physical harm or developmental impairment. It is a lack of care, due to which a child's or adolescent's health, development, or welfare is compromised. When they are neglected, the child or adolescent is deprived of basic needs such as food, clothing, warmth, hygiene, medical care, intellectual stimulation, supervision, and safety.

Factors, which may be associated with neglect, include:

- poverty,
- parental substance misuse,
- domestic violence,
- parental mental illness,
- parental disability.

Reasonable concern for a student's welfare arises when neglect becomes typical of the relationship between the child or adolescent and the caregiver. This may become evident over time or be apparent through visible signs of neglect after a single observation.

I.3.2 Emotional abuse

Emotional abuse refers to the systematic emotional or psychological mistreatment of a child or adolescent within the caregiver-child relationship. Occasional difficulties between a caregiver and child do not constitute emotional abuse. When a caregiver does not provide their child with appropriate attention, affection, approval, consistency, and security, whether due to incapacity or indifference, that is considered abuse. Emotional abuse can also occur when caregivers are unaware of or unable to meet the child's emotional and developmental needs. Emotional abuse can be challenging to identify because its effects are not immediately visible.

A reasonable concern for a child's welfare arises when abusive behaviour becomes typical in the caregiver-child relationship.

There may be no physical signs of emotional abuse unless it co-occurs with another type of abuse. However, a child may exhibit signs of emotional abuse through their actions or emotions, such as:

- insecure attachment,
- unhappiness,
- low self-esteem,
- educational and developmental underachievement,
- risk-taking behaviour,
- aggressive behaviour.

It is important to note that no single indicator is conclusive evidence of emotional abuse. Its negative impact on a child is more likely when the abuse is persistent and when protective factors are absent.

I.3.3 Physical abuse

Physical abuse occurs when someone deliberately inflicts physical harm on a child or adolescent or puts them at risk of being physically harmed. This may happen as a single incident or as part of a pattern of incidents. A reasonable concern exists when a child's health or development is, may be, or has been damaged due to suspected physical abuse.

I.3.4 Sexual abuse

Sexual abuse involves using a child or adolescent for sexual gratification or arousal by another person. This includes involving the child in sexual acts (contact sexual abuse, such as masturbation, fondling, oral or penetrative sex) or exposing the child to sexual activity, including pornography (non-contact sexual abuse).

Child sexual abuse may encompass a wide range of abusive activities, including grooming and online sexual exploitation. It rarely occurs as a single event and often happens over a prolonged period. Most sexual abuse cases occur within the family, including by older siblings or extended family members.

Sexual abuse is often revealed through disclosure by the child or adolescent, their siblings or friends, via suspicions raised by an adult, or based on physical symptoms.

It is important to remember that sexual activity involving a young person may constitute sexual abuse, even if the young person does not recognise it as such.

In cases of child sexual abuse, it is essential to note that national criminal law in Slovenia may establish an age of consent for sexual intercourse. Any sexual relationship where one or both parties are below this statutory age of consent is illegal. When a school becomes aware of underage sexual intercourse, appropriate steps should be taken to inform the child's parents. However, not all such cases are necessarily considered child sexual abuse, particularly if both parties are underage.

I.3.5 Exceptions

Certain instances of underage sexual activity may not always qualify as child sexual abuse, depending heavily on the legislation within each member state regarding the age of consent. Typically, any sexual relationship involving one or both parties who are below the legal age is considered abusive. However, various factors should be assessed when

determining whether child sexual abuse has occurred. These factors include:

- The child involved is between 15 and 17 years old and may be sexually active.
- The age difference between the minor and the other party is no more than 24 months, provided there is no evidence or suspicion of violence, coercion, or an imbalance of power.
- There is no significant difference in capacity or maturity between the individuals involved.
- The relationship is not intimidatory or exploitative.

I.4 Dealing with disclosures from children

An abused child is likely to be under severe emotional stress and may trust only a member of the school staff. It is crucial to handle this trust with care.

When a child or adolescent confides in you, responding with tact and sensitivity is essential. The staff member should reassure the child and strive to maintain their trust while explaining that the situation will require the involvement of other adults. It is important to tell the child that every effort will be made to protect and support them, but avoid making promises that cannot be kept, such as promising not to tell anyone else.

Confidentiality cannot be maintained when a child is at risk of harm.

Allegations of abuse or neglect should be handled with sensitivity and competence. The focus should be on listening to the child or adolescent and allowing them to share their story rather than conducting an in-depth interview. As few people as possible should directly interact with the child or adolescent.

When dealing with disclosures of abuse, the following approach is recommended:

- Remain calm.
- Listen attentively.
- Take the child or adolescent seriously (do not dismiss their report).
- Reassure the child or adolescent that they did the right thing by speaking up.

- Do not promise to keep the information a secret.
- Ask questions to clarify, do not ask leading questions.
- Confirm your understanding with the child or adolescent (e.g. “If I understand correctly...”).
- Avoid expressing opinions about the alleged abuser.
- Ensure the child or adolescent understands the next steps.
- Document the conversation in detail as soon as possible.
- Treat the information confidentially (relay it only to persons or institutions who must be informed).

The recipient of such disclosures has a duty to follow the reporting procedures outlined in this policy. Remember that school personnel are there to support, not to investigate. Though we can never be absolutely certain about an allegation, we ought to be vigilant and act rather than risk inaction.

I.5 Features of child abuse

I.5.1 Neglect

Signs of child neglect may include:

- Leaving children alone without proper care or supervision.
- Malnourishment, inconsistent feeding, or unsuitable food.
- Failure to thrive due to emotional neglect.
- Failure to meet medical and developmental needs, including intellectual stimulation.
- Inappropriate living conditions, e.g. unhygienic or hazardous environment, inadequate heating, lack of furniture.
- Insufficient clothing.
- Neglect of basic hygiene.

- Lack of protection or supervision, exposure to danger (intentional or not).
- Habitual absenteeism from school.
- Abandonment or desertion.

I.5.2 Emotional abuse

Signs of emotional abuse may include:

- Rejection.
- Lack of comfort, love, or attachment.
- Lack of proper stimulation, such as fun, play, learning opportunities.
- Inconsistent care, e.g. due to frequent, unplanned moves.
- Continuous lack of praise and encouragement.
- Persistent criticism, sarcasm, hostility, or blame.
- Conditional parenting, where care or affection is dependent on the child's behaviour.
- Extreme over-protectiveness.
- Inappropriate non-physical punishments, such as locking a child in the bedroom or leaving them without a meal.
- Ongoing family conflicts and/or violence.
- Unreasonable expectations of a child or adolescent based on their age or development stage.

I.5.3 Physical abuse

Signs of physical abuse may include:

- Physical punishment.
- Beating, slapping, hitting, kicking.
- Pushing, pulling, striking, shaking, throwing.
- Pinching, biting, choking, hair pulling, burning.
- Use of excessive force.
- Deliberate poisoning.
- Suffocation.
- Fabricated or induced illness.

I.5.4 Sexual abuse

Signs of sexual abuse may include:

- Any sexual act performed in the presence of a child or adolescent.
- Inviting a child or adolescent to sexual touching.
- Molestation, whether by a person or object.
- Masturbation in the presence of a minor or involving a minor in such an act.
- Sexual intercourse with a child or adolescent, including oral, vaginal, or anal acts.
- Sexual exploitation of a child or adolescent, such as:
 - Coercing or inviting a child to engage in prostitution, creation of child pornography.
 - Inducing a child to observe or participate in any sexual, indecent, or obscene act.
 - Exposing a child to sexually explicit material, which is often part of the grooming process.
- Exposing a child to inappropriate (sexual) content through information and communication technology.
- Consensual sexual activity between an adult and a minor.

I.6 Circumstances which may make children more vulnerable to abuse and neglect

School personnel must remain vigilant to the possibility of abuse or neglect, particularly among students who may be more vulnerable due to specific circumstances or time in their lives. Trust and belief in a supportive adult are crucial for a child to feel safe enough to disclose abuse. Without this support, a child will remain vulnerable to ongoing abuse.

Certain children may be more susceptible to abuse due to various factors, which include but are not limited to:

Parent or carer factors:

- Substance abuse, including drugs and alcohol.
- Addiction (incl. gambling).
- Mental health issues.

- Parental disabilities, including intellectual disability.
- Conflicts in relationships.
- Domestic violence.
- Adolescent parents.

Child factors:

- Age.
- Gender.
- Sexuality.
- Disability.
- Mental health issues including self-harm and suicidal tendencies.

- Communication difficulties.
- Trafficking or exploitation.
- Previous experience of abuse.
- Responsibilities as a young carer.

Community factors:

- Cultural, ethnic, or religious norms that may conflict with local child welfare standards.
- Culture-specific practices, such as:
 - Female genital mutilation.
 - Forced marriage.
 - Honour-based violence.
 - Radicalisation.

Environmental factors:

- Housing issues.
- Children living away from home, either temporarily or permanently.
- Poverty or begging.
- Prevalence of bullying.
- Internet and social media-related issues.

Poor parental motivation and willingness to engage:

- Absenteeism at meetings, appointments.
- Lack of insight into the child's needs or the effects of their actions.
- Avoidance of contact with services or reluctance to engage.
- Noncompliance with agreed plans.

These factors should be considered when assessing the risk of abuse or neglect and reporting any reasonable concerns to management.

II. PREVENTION OF CHILD ABUSE

All staff of European School Ljubljana will be familiarised with the Child Protection Policy of our school at the beginning of the school year. The training needs of staff will be identified and taken into account.

All of the students and their parents will be familiarised with the Child Protection Policy of our school.

III. INTERVENTION IN CASES OF (SUSPECTED) CHILD ABUSE

Safeguarding Responsibilities

The Head of School holds overall responsibility for child protection and safeguarding within the school. The Head of School, in cooperation with the school counsellor, is responsible for receiving and reviewing reports of suspected abuse or neglect, coordinating the school's response, maintaining records, and liaising with external agencies where appropriate and in accordance with applicable regulations.

All staff must report safeguarding concerns without delay to the Head of School and the school counsellor.

Key rule:

Any staff member who reasonably suspects that a student has been subject to violence, abuse, neglect, or other inappropriate behaviour must report this immediately to the Head of School and the school counsellor. It is not necessary to have proof; reasonable suspicion is sufficient to make a report.

The safety and well-being of the child or adolescent must always take priority over concerns about the adults involved.

III.1 The protocol of intervention in cases of suspected child abuse or violence:

Each act of violence and any suspicion of violence are to be reported.

When receiving reports of violence (even in the case of indirect information), believe the report and explore what happened.

When violence occurs or when there exists suspicion of violence, react immediately.

Stop the violent event. If a parent or guardian or other adult is behaving in an unacceptable manner toward a child, they will be firmly informed that their actions are unacceptable and that they should stop immediately.

Exceptional cases: If a staff member justifiably feels threatened or has grounds to believe that the child is in immediate danger, they may contact the police.

Make a report of a violent incident or of a suspicion of violence in the form of a Behavioural Event in MySchool. The Behavioural Event is created for the child or children concerned. The recipients of the Behavioural Event will be the following:

- The Head of School
- The Nursery and Primary Deputy Director if the concerned student is in primary
- The Secondary Deputy Director if the concerned student is in secondary
- The homeroom teacher(s) of the concerned student(s)
- The School Counsellor

The report of (suspected) violence (appendix 1) in MySchool serves as an official record of the event. Please be as exact, thorough, and true to the event as possible when writing it. The report should contain the following information:

- what happened (describe the event),
- where it happened (specify the location),
- when it happened (specify the time),
- who the involved parties were (include names if you know them),
- how the responsible party (you and/or your colleagues) reacted.

When a child has a visible injury – regardless of whether abuse is suspected or not – please also make a Behavioural Event to note the injury. In case of a physical injury, thoroughly describe it in detail, and if necessary, sketch it. Any remarks made by the student or others regarding how the injury occurred should be documented as soon as possible, ideally using the exact words spoken.

If a violent incident occurs, the head of school should be informed before the end of the school day on the same day. The school counsellor and the homeroom teachers are informed via a Behavioural Event in MySchool by the next day at the latest.

When there is suspicion of violence, make a Behavioural Event as soon as the suspicion arises. At the latest, the Behavioural Event should be made by the next day so the relevant parties are informed.

Whoever was privy to a violent incident may talk to the affected students after the incident. The aim of the conversation is to provide emotional support, to calm and reassure the child, and to inform them of the next steps of the protocol. Note: Never promise what you cannot ensure, e.g. DO NOT say ‘This will never happen again.’

The head of school shall record all concerns or allegations of child abuse brought to their attention, and the actions taken following receipt of a concern or allegation of child abuse.

The head of school shall retain a copy of every report submitted by them and shall keep a record of any further actions to be taken and of any further communications with national authorities.

All records created shall be regarded as highly confidential and placed in a secure location.

It is not necessary to inform a parent/carer that a report is being made:

(1) if by doing so, the child will be placed at further risk or

(2) in cases where the family's knowledge of the report could impair a follow-up risk assessment

(3) if the reporter is of the reasonable opinion that, by doing so, it may place the reporter at risk of harm from the family.

The school counsellor:

After being notified of the event, the school counsellor may counsel the persons involved.

Where necessary, the Head of School will contact the appropriate external services (such as the police or social services) in accordance with legal obligations.

Additional information which may help in identifying abuse or violence:

Physical signs: injuries, bruises, red imprints on the skin, scars, poorly cared for (hygiene, food, clothes...). Check what is going on with the affected party.

Behavioural signs: behaviour that is unusual for the student and/or incongruous with the situation, self-destructive behaviour (e.g. biting, scratching, hitting, cutting...), destruction of objects, violence or aggression or inappropriate behaviour towards others, withdrawing into oneself, lower academic achievements and motivation (than expected/usual), wearing long sleeves even when it's hot, running away from home. These and other troubles may not be signs of abuse, but should still be addressed out of concern for the student.

Emotional signs: very high or very low emotional reactivity (outbursts or numbness), very high or very low sensitivity, prolonged lower mood, feeling unwell, reoccurring or continuous feelings of anxiety, fear, sadness, anger, emotional reactions incongruous with the situation or with how the student used to react.

Report from another person: information or expressed concern by another teacher, parent, or student. We ask the person what worries them, then increase the vigilance of the concerning student. If we happen to overhear a concerning conversation between students, we ask each affected student about it in private.

Appendix 1:

Report of (Suspected) Violence

The report of (suspected) violence serves as an official record of the event. Please be as exact, thorough, and truthful as possible when completing this form.

1. Description of the Incident

Please describe the event in detail.

2. Location of the Incident

3. Date and Time of the Incident

Date: _____

Time: _____

4. Persons Involved

Please include names and roles (e.g. student, teacher, staff, other), if known.

5. Response and Actions Taken

Please describe any actions taken following the incident.

Name of person completing the report:

Position:

Date of report:

Signature:

Appendix 2:

Safeguarding Reporting Flow (Quick Guide)

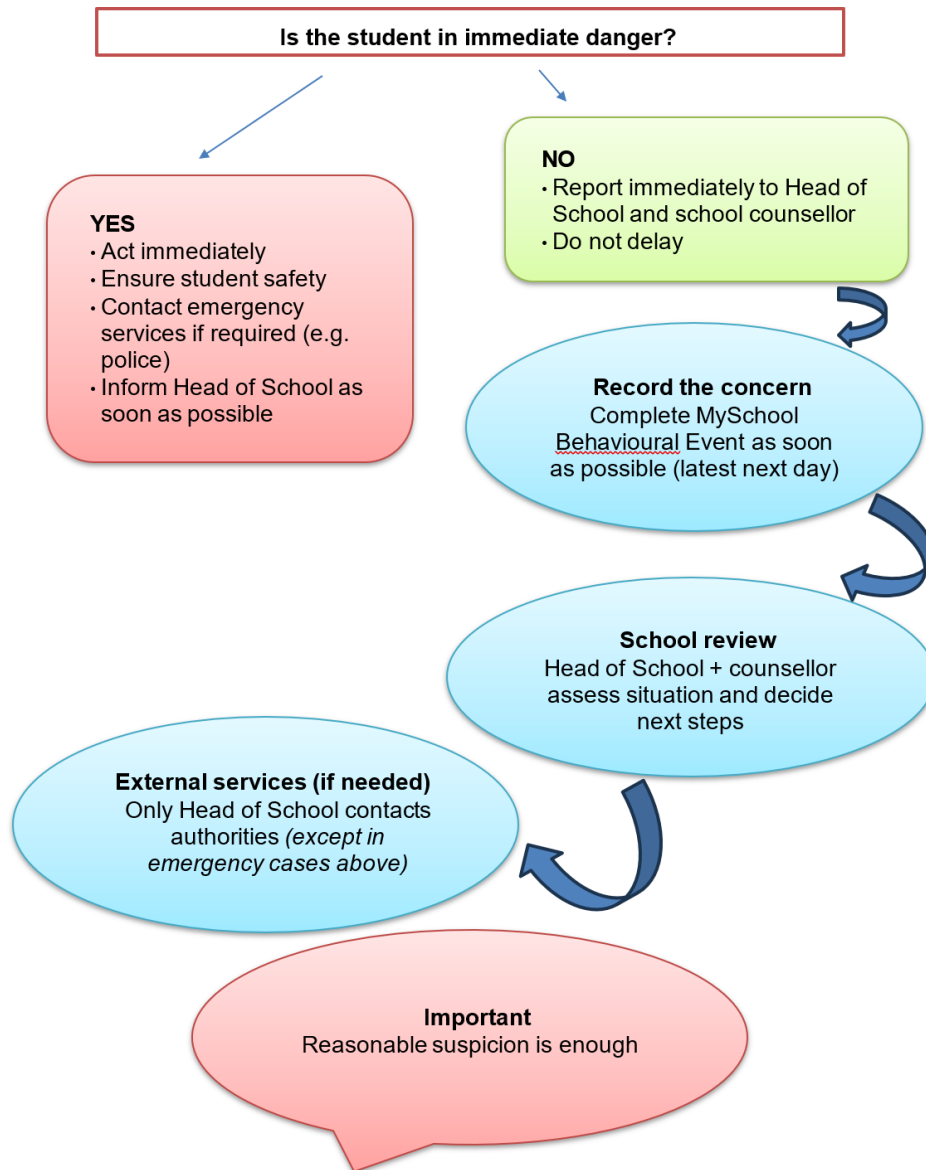
This guidance applies to standard safeguarding concerns and suspected cases of abuse.

In situations where a student is in **immediate danger or at risk of serious harm**, staff must prioritise the safety of the student and act without delay. This may include contacting emergency services (e.g. police) directly, in accordance with professional judgement and legal obligations.

In all other cases, **external services must be contacted only by the Head of School** in order to ensure appropriate coordination, oversight, and consistency in decision-making.

The reporting procedure outlined below should be followed as soon as it is safe to do so.

Safeguarding Reporting Flow (Quick Guide)



ESLj MENTAL HEALTH POLICY

I. DEFINITION OF MENTAL HEALTH

Mental health is a fundamental component of overall well-being, encompassing emotional, psychological, and social dimensions. It influences how individuals think, feel, and behave, determining their ability to handle stress, relate to others, and make decisions. In an educational setting like the European School Ljubljana, mental health is crucial for fostering a supportive and effective learning environment. It ensures that students, staff, and the broader school community can thrive, promoting academic success, personal development, and a positive school culture. This policy aims to create an inclusive, safe, and nurturing atmosphere where mental health is prioritised and supported, recognising its importance in achieving holistic growth and resilience for all members of the school community.

The most common mental health problems in childhood and adolescence are:

- anxiety disorders,
- eating disorders,
- stress-related disorders,
- clinical depression,
- suicidal thoughts and actions, and self-harm.

II. PREVENTION AND PROMOTION

Prevention is more effective than cure. Historically, mental health issues have been somewhat of a taboo, particularly concerning children and adolescents. Schools play a crucial role in preventing the development of mental health issues and promoting the well-being of students. While parents and legal representatives are primarily responsible for the upbringing and best interests of their children, schools have an educational responsibility to raise awareness about mental health issues.

The European School Ljubljana will implement an age-appropriate mental health awareness programme tailored to its specific needs and realities. This programme will involve qualified and experienced professionals who will engage with pupils to provide an overview of mental health issues relevant to children and adolescents. These sessions will cover topics,

such as emotional regulation, alternatives to risk-taking behaviour, resilience building, and the promotion of social support networks.

This programme will be integrated into the curriculum across all three cycles:

- **Nursery:** sessions will be conducted during learning time.
- **Primary:** sessions will take place during regular lessons, especially during ethics lessons.
- **Secondary:** sessions will be held during ethics and homeroom lessons.

III. INTERVENTION

Pupils may or may not realise that they have or are developing a mental health problem. They may also be hesitant to seek help within the school. Nevertheless, we must have clear procedures to support students when such issues are identified.

Any member of staff may be confided in by a pupil experiencing psychological or emotional difficulties. Therefore, it is crucial for all staff to be prepared to handle these situations appropriately. They will be offered to further develop their basic training in helping skills, enabling staff to listen effectively, empathise, and respond without judgment.

In some cases, pupils may not open up to a trusted staff member, but may confide in their parents or friends, who in turn might seek the school's help. Additionally, there might be situations where a pupil does not verbally express their difficulties, but exhibits signs that cause concern among staff members (non-verbal disclosures).

The school psychologist plays a vital role in addressing these issues. They provide support to individual students and also work with entire classes and groups affected by mental health challenges.

III.1 Taking action

We immediately take action upon noticing self-harming behaviour or even just suspecting it:

- **Signs:** we look for behavioural changes such as anxiety, depression, emotional outbursts, withdrawal from activities that once brought joy, and expressions of despair.
- **Self-harming behaviour:** unexplained injuries (which could also be signs of violence from others), wearing long sleeves even in hot weather, avoiding changing clothes in public (e.g. during sports classes, avoiding swimming), scratching, pinching, pulling hair, hitting objects, etc.
- **In cases of severe injuries, we immediately call 112.**
- Every statement indicating suicidality must be taken seriously! Even if students did not mean it seriously, we must discuss it with them.
- We do our best to establish a warm and sincere relationship with the person in distress.
- We never judge individuals for self-harming or suicidal behaviour.
- We inform the student who has self-harmed that we must pass on this information. We try to gain the student's cooperation, for example, by involving them in deciding who to inform and how to communicate the information. Parents or guardians must be informed, and it is also beneficial to notify another trusted adult (e.g. homeroom teacher, school counsellor).
- We encourage the student to seek professional help.
- We refer the student to the school counsellor.

III.2 Where to get help?

- In acute cases (continuous suicidal thoughts), we try to convince the person to seek professional help – emergency medical or psychiatric assistance.
- Extreme cases (life-threatening): 112 and 113
- 116 123 – Samarijan and Sopotnik confidential phone line – 24/7
- 116 111 TOM phone line for children and adolescents – every day from 12:00 to 20:00
- 01 520 99 00 – Distress call line – every day from 19:00 to 7:00
- 031 232 211 Women's Counselling, crisis centre – 24/7

- 031 704 707 and info@posvet.org – Posvet – Counselling centres for free counselling throughout Slovenia

III.3. Nursery/Primary cycle

If a member of staff becomes aware of or strongly suspects a serious mental health issue in a child within the nursery or primary cycle, they must refer the case to the school psychologist. Upon receiving and understanding the details of the situation, the school psychologist will develop a plan of action. This plan may include class observation, information gathering, and/or immediate referral to the parents.

If the situation is urgent, the parents or legal representatives must be informed without delay. In the event of a potential health emergency, medical services may need to be contacted immediately. For very serious and urgent situations, the deputy director of the cycle and the head of school will also be informed immediately.

III.4. Secondary cycle

If a member of staff has information or a reasonable concern that a student in the secondary cycle may be experiencing a mental health difficulty, they must report this immediately to the school psychologist.

The school psychologist will review the information, assess the situation, and determine appropriate next steps. These may include observation, gathering additional information, and/or informing the student's parents or legal guardians.

In situations where there is an immediate risk to the student's safety or well-being, parents or legal guardians must be informed without delay. Where there is a risk of a medical emergency, appropriate medical services must be contacted immediately.

In serious or urgent cases, the Deputy Director of the cycle and the Head of School must be informed without delay.

III.5. Suicide

In the unfortunate event of a suicide occurring within the school, the European School Ljubljana will adhere to the procedures outlined in the Tragic Events Protocol. This ensures that information is appropriately

communicated to the school community and that psychological support is provided to both pupils and staff.

IV. CONFIDENTIALITY

Maintaining confidentiality is crucial for the school. When students share personal information with staff members, this information will be kept confidential if the student is a minor, except in the following three situations:

1. If the student is at risk of self-harm.
2. If the student poses a risk of harm to others.
3. If the student is being harmed by someone else.

V. RESOURCES IN SLOVENE/USEFUL LINKS:

[Prepoznavanje in preprečevanje nasilja v šolah | GOV.SI](#) - A lot of useful links

[Varno in spodbudno učno okolje - Zavod RS za šolstvo \(zrss.si\)](#) - Material na teme duševnega zdravja

[Minister Felda na predsedničinem forumu o pomenu kulture mirnega sobivanja in nenasilja | GOV.SI](#)

[Pravilnik o obravnavi nasilja v družini za vzgojno-izobraževalne zavode \(PISRS\)](#)

[Zakon o preprečevanju nasilja v družini \(ZPND\) \(PISRS\)](#)

[CSD-nasilje-v-druzini.pdf \(gov.si\)](#) – Contact numbers!

[Številka: 012-32/2012-10 \(cirkulane-zavrc.si\)](#) – Agreement regarding the performance of tasks for the protection of children arising from the Prevention of Violence against Children Act

[Protokol-ob-zaznavi-in-za-obravnavo-medvrstniškega-nasilja-v-VIZ-1.pdf \(zrss.si\)](#)

[policija-proti-izsiljevanju.pdf \(gov.si\)](#) – About extortion, also about violence in general

[MIRA Slabemu pocutju sem kos \(nijz.si\)](#)

Peer-to-peer violence:

[Kako ravnati, kadar otrok v šoli doživlja medvrstniško nasilje? – Program NEON](#)

[\[Za odrasle\] Miti in resnice o vrstniškem nasilju – Program NEON](#)

[“Učiteljica, nekaj bi vam rad povedal ...” – Program NEON](#)

[osnove-sistemskega-pristopa-k-medvrstniskemu-nasilju-in-evalvacija-projekta-nasviz -prirocnik-1.pdf \(zrss.si\)](#)

[navodila s priročnikom za obravnavo medvrstniškega nasilja v viz 2 0160212.pdf \(ssjj.si\)](#)

[protokol medvrstniško nasilje2023.pdf \(gov.si\)](#) - Definition of violence, examples of good practices

Suicidal, self-harming behaviour:

[Poštuvan, Vita. 2020. Pogovor o samomoru: praktični priročnik za pogovor o najtežjih življenjskih vprašanjih. Koper: Založba Univerze na Primorskem \(gzl.si\)](#)

[Samopoškodbeno vedenje - Program Mira \(zadusevnozdravje.si\)](#)

[Samopoškodovanje brošura web popravki NEW.indd \(scsd.si\)](#)

[samomorilne misli smernice ppp koncno.pdf \(nijz.si\)](#)

<https://www.mentallyhealthyschools.org.uk/>

ESLj HEALTH, SAFETY, AND SECURITY POLICY

European School Ljubljana is committed to providing a healthy, safe, and secure learning environment for all pupils. In general, health, safety, and security-related issues are governed by the overarching health, safety, and security policies of the European Schools and the Slovene legislation. However, with respect to child well-being, there are specific health, safety, and security matters not covered by these overarching policies. These specific issues are addressed in this chapter.

Specific health, safety, and security issues for pupils' well-being

1. Hiring of staff

European School Ljubljana will request a copy of the criminal record for all staff members.

2. Comfort

Classrooms, laboratories, gymnasiums, and other similar areas where pupils gather must be:

- well-lit;
- appropriately heated;
- properly ventilated;
- of an appropriate size for the classes using them.

3. Furniture

The school will provide chairs and tables that meet the appropriate standards.

4. Physical education equipment

The equipment for physical education will be regularly inspected to ensure safety and functionality.

5. Playground equipment

Playground equipment will be purchased and installed according to appropriate safety standards. Regular maintenance and periodic inspections will be conducted.

6. Medical information and allergies

Parents are required to provide relevant information concerning their child's specific medical conditions and allergies on a "need-to-know" basis, considering medical advice. All medical information will be handled with strict confidentiality.

7. Hygiene and cleanliness

The school will maintain a clean environment and promote cleanliness among pupils and staff. This includes:

- frequent and thorough cleaning of the school site, especially in areas for food preparation, consumption, and toilets;
- provision of water, soap, and drying facilities in toilets;
- encouraging hygienic behaviour among pupils and staff.

8. Healthy food

The school will promote and encourage healthy eating habits. Pupils will have designated breaks during the school day to consume their snack and lunch.

9. Traffic hazards

The school will take measures to protect pupils from traffic hazards while on school property or under the school's care (e.g., during outings and field trips).

ESLj ANTI-SUBSTANCE ABUSE POLICY

During their development, young people encounter numerous challenges that can impact their health and well-being, including exposure to harmful substances, such as alcohol, tobacco, and drugs (including medications, volatile substances, illegal drugs, new psychoactive substances, and other unauthorised substances). Adolescence and young adulthood are periods marked by risk-taking and experimentation, often involving substance use. In this context, schools play a crucial role in promoting pupils' well-being and preventing substance misuse and abuse.

We aim not only to reduce substance use, but also to reduce violence, enhance learning, achieve better academic outcomes, and create a positive school climate.

The main objectives of this policy are as follows:

- Reinforce prevention activities and increase awareness about substance misuse.
- Safeguard the health and safety of pupils and the entire school community.
- Maintain a safe and substance-free school environment.
- Prevent any risk and harm to pupils and others that may result from substance abuse.
- Inform pupils, their parents/legal representatives, staff, and others about the measures to be taken by the school when substances are found or used in schools.
- Equip school staff with practical tools to intervene appropriately when substances are found or used in school.
- Clarify the legal requirements and responsibilities of the school, other services, and authorities.
- Outline procedures for responding to and managing any substance-related incidents to ensure they are handled confidently, consistently, and in the best interests of those involved.
- Provide a basis for evaluating the effectiveness of the school's management of incidents involving substance use.
- Emphasise the necessity of providing training for staff and other partners working with/in the school and ongoing information sessions for pupils and parents/legal representatives.

This policy:

- Applies to all school staff, pupils, parents/legal representatives, and other partners working with/in the school.
- Covers the school premises, school day, school-time journeys, work experience, and day and residential trips.
- Must be communicated to all pupils and parents, who must acknowledge and attest to this policy.

I. PREVENTION OF SUBSTANCE ABUSE

The school will promote a healthy lifestyle. We will encourage inclusivity, respect, and tolerance to heterogeneity. We take a firm stance against all instances of substance abuse, and we will prevent risks to pupils that would result from harmful substances. We will secure the safety of all pupils, and keep a substance-free environment: free of consumption, possession, and sale or sharing of harmful substances, such as alcohol, tobacco, drugs, and new psychoactive substances.

Students in secondary will learn about these topics during regular lessons and will also have workshops on anti-substance abuse and a healthy lifestyle. Examples:

- 11-14 (S1-S3) year olds should be taught about the effects of alcohol and tobacco, personal safety in being able to manage risky situations, drugs and alcohol misuse and peer pressure relating to substance misuse.
- 14-16 (S4-S5) year olds should be taught to evaluate the social and emotional risks of drug use, taking responsibility for choices including risk-taking and personal safety, tackling mental health and the effects that can be linked with alcohol and substance misuse.

We will do our best to ensure that pupils have access to and knowledge of up-to-date information on sources of help. Students will be encouraged to develop resilience to peer pressure, refusal skills, assertiveness, and healthy self-esteem. We will address with them the wider determinants of

risky and impulsive behaviour. They will be offered activities that include specific drug education such as facts and laws about drug, alcohol and tobacco use and misuse, the personal and social consequences of misuse for themselves, ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations as well as other topics that reflect knowledge, understanding, attitudes and social skills.

II. INTERVENTION IN CASE OF (SUSPECTED) SUBSTANCE ABUSE

The primary aim of these procedures is to ensure the health and safety of the school community and to address behaviours that violate the General Rules of European Schools and the regulations of European School Ljubljana.

Key rule: All cases of use, suspected use, possession, suspected possession, supply or suspected supply of harmful substances will be reported and dealt with accordingly.

Incidents involving substance use (alcohol, tobacco, and drugs) may include:

- Use or suspected use of substances on school premises or during school-related activities.
- Intoxication or unusual behaviour indicative of substance use.
- Discovery of substances and/or related paraphernalia.
- Incitement, sharing, or sale of substances.
- Possession and/or supply of substances on school premises or during school-related activities.

II.1 The protocol of intervention in cases of (suspected) substance abuse:

- When receiving reports or concerns related to substance abuse, believe the report, react immediately and explore what happened.
- Each act or suspected act of use, possession, and supply (sharing or sale) of harmful substances (hereinafter substance abuse) is to be reported.
- If need be, ensure the safety of students who are at risk due to substance abuse or other students involved. If necessary, treat the situation as a medical emergency and call 112.

- Immediately inform the head of school and the deputy director.
- If need be, the head of school or the authorised person might search the student's belongings for substances (see part II.2)
- When suspected substance abuse is concerned, parents must always be contacted.
- Make a Behavioural Event in MySchool as soon as the suspicion arises (see part II.3).
- When deciding which measures should be taken against substance abuse, please also see the following "Code of Conduct - appendix". Substance abuse will be handled from stage 4 and above (see below).

II.2 Protocol for searching for substances

II.2.1 Purpose of the search

The search of personal belongings must have clearly defined objectives, such as preventing the introduction of dangerous items, prohibited substances, weapons, or other items that could endanger the life or health of the student or others.

II.2.2 Legality, transparency, and privacy

The search must be conducted in accordance with applicable laws and school rules. The search procedures must be transparent to maintain trust between the school, teachers, parents, and students. The search must respect the student's right to privacy and should not include sensitive personal items that are unrelated to safety.

II.2.3 Conducting the search procedure

The procedure can only be conducted by the head of school or the authorised person. In addition to the student and the head of school or the authorised person, at least one other adult person employed at the school must be present. This can be a confidant chosen by the student or a person appointed by the head of school.

The procedure is conducted in a space that ensures the dignity of the student, such as the head of school's office or the school counselling office.

A record of the search is made, detailing any further educational and other measures (e.g. informing the local social work centre, police, etc.).

II.3 Reporting on the event:

Make a report of (suspected) substance abuse in the form of a Behavioural Event in MySchool. The recipients of the Behavioural Event will be the following:

- The head of School
- The parents of the concerned student(s)
- The Nursery and Primary Deputy Director if the concerned student is in primary
- The Secondary Deputy Director if the concerned student is in secondary
- The homeroom teacher(s) of the concerned student(s)
- The School Counsellor

The report of (suspected) substance abuse (appendix 1) in MySchool serves as an official record of the event. Please be as exact, thorough, and true to the event as possible when writing it. The report should contain the following information:

- what happened (describe the event),
- where it happened (specify the location),
- when it happened (specify the time),
- who the involved parties were (include names if you know them),
- how the responsible party (you and/or your colleagues) reacted.

When reporting suspected substance abuse, the Head of School, Secondary Deputy Director, and the parents should be informed before the end of the school day on the same day (earlier in the case of an emergency).

Appendix 1

Report of (Suspected) Substance Abuse

The report of (suspected) violence serves as an official record of the event. Please be as exact, thorough, and truthful as possible when completing this form.

6. Description of the Incident

Please describe the event in detail.

7. Location of the Incident

8. Date and Time of the Incident

Date: _____

Time: _____

9. Persons Involved

Please include names and roles (e.g. student, teacher, staff, other), if known.

10. Response and Actions Taken

Please describe any actions taken following the incident.

Name of person completing the report:

Position:

Date of report:

Signature:

Appendix 2

Code of Conduct – appendix, stages 4 and 5

Substance abuse will be handled from stage 4 and above. The list of disciplinary measures does not mean that they can be imposed only in the order given. All disciplinary measures from Stage 4 onwards shall be entered in the student's personal file in MySchool and kept for a maximum of three years. In a serious case, involving a risk to safety or health in the school, the Head of School may, as a precaution, return a student to the care of their guardians, pending the convening of the Discipline Council.

LEVEL 4

Behaviour:

Similar problems continue after the warning at level 3. Even if there has been no instance of previous inappropriate behaviour, a more serious incident can be dealt with at level 4. These include: physical assault, severe verbal assault, psychological or physical violence, extremely inappropriate behaviour (insulting speech, showing intolerance towards others...), substance abuse, etc.

Responsible persons:

- teachers present at the time of the inappropriate behaviour,
- homeroom teacher,
- class council or entire teaching staff,
- school counsellor,
- deputy director,
- head of school.

Measures

Permanent measures	Other possible measures
<p>Notice to parents (MySchool).</p> <p>The student talks to the school counsellor, with whom they jointly set goals for improving his behaviour, which is monitored regularly. A short-term plan for improving the student's behaviour is established in cooperation with the parents.</p>	<p>Self-reflection diary.</p> <p>The student is prohibited from participating in the excursion and is required to participate in school lessons instead.</p> <p>If the class council and the school counsellor agree, the student may be ordered to miss classes for a maximum of one (1) day,</p>

<p>Departmental teaching staff's written warning and/or head teacher's written warning.</p>	<p>accompanied by a counselling session. During this day, the student is on in-school suspension, where he completes his assignments separately and under supervision.</p>
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LEVEL 5

Behaviour:

After level 4, the inappropriate behaviour continues and the student does not comply with the agreed agreements. Even if there has been no instance of previous inappropriate behaviour, an extremely serious incident can be dealt with at level 5. These include: inciting intolerance and inequality, serious physical assault, use of illegal psychoactive substances, sexual harassment, inciting others to violate rules, intentional damage to someone else's property, psychological violence with elements of a crime, social exclusion, blackmail, stigmatization, threats, theft, tarnishing the school's reputation, engaging in aggressive behaviour, etc.

Responsible persons:

- teachers present at the time of the inappropriate behaviour,
- homeroom teacher,
- teaching staff,
- school counsellor,
- head of school.

Measures

Permanent measures	Other possible measures
<p>Written notification to parents.</p> <p>A professional employee of the school shall submit a reasoned written proposal for issuing an educational reprimand to the homeroom teacher. The homeroom teacher shall check whether the student has violated the duties and responsibilities set out in the law and other regulations or acts of the school, and which educational activities and educational measures the school has previously implemented for the student. The homeroom teacher shall then conduct an interview with the student and his parents or the professional employee of the school who represents the student's interests if the parents do not attend the interview. After the interview, the homeroom teacher shall prepare a written reasoned proposal for issuing an educational reprimand and forward it to the teaching staff. If the homeroom teacher assesses that there are no grounds for issuing an educational reprimand, he shall inform the teaching staff of this.</p> <p>The teaching staff shall issue the educational reprimand.</p> <p>The school shall prepare an individualized educational plan for the student to whom an educational reprimand has been issued, in which it shall define the specific educational activities, procedures and educational measures that it will implement.</p> <p>In accordance with the legislation of the Republic of Slovenia, in certain cases, the school may take measures that include transferring the student to another primary school.</p>	<p>Short-term expulsion from school for a period of up to three (3) days.</p> <p>Temporary exclusion from the school by the Head of School, with approval of all teachers, for a maximum of 10 working days.</p> <p>Expulsion from the school is decided by the Head of School on a recommendation from the Discipline Council. A student's expulsion shall not, in principle, entitle him/her to enrol at another European School.</p>

