

Europäische Schule
München

Pupils' Well-Being Policy Framework at the European School of Munich

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Part 1 Introduction

These strategic guidelines for the well-being of pupils at the European School Munich cover all areas of prevention and intervention work and are based on the following documents:

Strategic guidelines for the well-being of pupils in the European Schools

<https://www.eurisc.eu/BasicTexts/2022-01-D-6-de-2.pdf>, as well as to the

General Rules of the European Schools

<https://www.eurisc.eu/BasicTexts/2014-03-D-14-de-13.pdf>

Internal school regulations primary school ESM

https://esmunich.de/fileadmin/Website/Downloads/Grundschule/Verhaltensregeln_ESM_GS_2024_Stand_02.07.24_.pdf

Internal School Regulations Secondary School ESM

https://esmunich.de/fileadmin/Website/Downloads/Hoehere_Schule/HS_ISO_DE.pdf

Part 2 Child protection

Foreword

The protection and well-being of the pupils at our school are paramount in our day-to-day educational work. Every member of the school community shares this responsibility in their respective area. Everyone is therefore obliged by law to do everything necessary to prevent harm to pupils and to investigate any suspicion of danger.

To this end, the school works in close and trusting cooperation with colleagues, parents, extracurricular organizations and - if necessary - the authorities.

These guidelines have been drawn up so that the school community has a clear guideline on how to proceed in the event of suspected child endangerment. It applies to kindergarten, primary school and secondary school. The requirements of German and Bavarian legislation and the guidelines of the Board of Governors apply.

1. Legal basis

German and Bavarian legislation as well as the regulations of the Board of Governors provide clear guidelines for child protection in schools. These can be found in:

SGB VIII - Child and youth welfare

§ 1 Right to education, parental responsibility, youth welfare

§ Section 8a Protection mandate in the event of child endangerment

§ Section 8b Professional counselling and support for the protection of children and young people

KKG §4 Counselling and transmission of information by confidential counsellors in cases of child endangerment

BayEUG Art. 31: Cooperation with youth welfare offices and educational and care facilities.

2. Procedure in the event of suspected child endangerment

If there is a suspicion that a child's welfare is at risk at school, the members of the school are obliged to investigate this suspicion. This must be done with the utmost care, prudence and, depending on the circumstances, in close cooperation with the parents and the relevant specialists.

The following steps must be observed:

a. Observation and documentation

If there are strong indications or suspicions that a child is being abused or neglected or is at risk of abuse or neglect and therefore the child's welfare is or could be at risk, the observer must document this in writing. The documentation should be forwarded to the director and the internal child protection officer (if available) who are going to discuss further steps.

The indications may relate to the following areas:

- physical and emotional neglect
- mental abuse
- physical abuse
- sexual violence.

Special attention is also paid to data protection.

b. Information to the school management

In the event of a suspicious situation, the school management (director/deputy director) will be informed immediately and will be kept informed as to how the situation proceeds.

Even though responsibility remains with the director, the school can appoint a member of staff to coordinate and be primarily responsible for child protection matters. If there is a clear acute risk to the child's welfare, after consultation with the director, the youth welfare office must be informed immediately.

c. Involvement of an internal school child protection officer

The Child Protection Officers are the point of contact for the whole school and work as a team: School Psychologists; Smile Team and Education Advisors. E-mail : list-mun-kinderschutz@eursc.eu

The responsible child protection officer takes over the documentation once he/she has been informed.

d. Joint assessment with the child protection officer

In order to arrive at a better assessment, further observations may be made or discussions held with the child. The interviews are usually conducted by or in cooperation with a child protection officer. The child protection officer liaises with the team.

e. Guidelines for dealing with the children concerned

When information is shared in confidence, the member of school staff must respond tactfully and sensitively to the disclosure. The member of school staff must reassure the child and endeavor to maintain their confidence whilst explaining the need for action, during the course of which other adults will inevitably be informed. It is important to tell the child that everything will be done to protect and support them.

However, no promises should be made that cannot be kept, e.g. a promise not to tell anyone.

If a child has been or is in danger of being harmed, confidentiality cannot be maintained.

It is important to deal sensitively and competently with any allegation of abuse or neglect by listening to the child and giving them the opportunity to talk about the problem rather than questioning them about the details of what happened.

As few people as possible should speak directly to the child.

Reports of abuse must be handled sensitively and professionally. The following procedure is suggested as best practice for dealing with these disclosures:

- Stay calm.
- Listen carefully and attentively.
- Take the child seriously.
- Reassure the child that they have done the right thing by talking to you.
- Do not promise to keep anything secret.
- Only ask questions for clarification. Do not ask leading questions.
- Check with the child that you have understood what you have heard correctly.
- Do not express an opinion about the alleged offender.
- Make sure that the child understands the procedure that will follow.
- Draw up a written record of the conversation as soon as possible, which should be as detailed as possible.
- Treat the information confidentially.

It must always be remembered that school staff have a supportive role, not an investigative one. You can never be completely sure of an allegation, but it is better to be vigilant than not to act at all.

f. Retention of records

If child abuse or neglect is suspected, it is important to record all available information in writing. School staff must carefully record what they have observed and when the facts were observed. Signs of physical injury should be described in detail and, if necessary, recorded in a sketch.

Any statement made by the child concerned or any other person about how a violation occurred shall be recorded as soon as possible after the statement is made, preferably stating the actual wording. The record of the conversation must be signed, dated and handed to the Director, who will keep it.

g. Conversation with the parents

The parents are informed promptly in a personal meeting by the child protection officer about the school's observations and concerns. The aim is always to work together confidentially to ensure the welfare of the child. If necessary, parents will be referred to internal and external support and counselling services or

informed about legal issues. If necessary, a follow-up meeting will be arranged.

h. Anonymized counselling with an "experienced specialist" or the responsible employee of the youth welfare office

If the indications of a risk still cannot be dispelled, an anonymized consultation takes place with an "experienced specialist" (Youth Welfare Office representative for child protection issues) or directly with the responsible Youth Welfare Office employee. This usually takes the form of a telephone call. The child's name is not mentioned. The next steps are determined.

i. Renewed dialogue with the parents and the school management

The parents are informed about the results of the anonymous counselling and informed about (further) support options and offers of help. Parents are informed about the role of the school's protection officer and that an official risk report may have to be made to the youth welfare office if there are still serious indications.

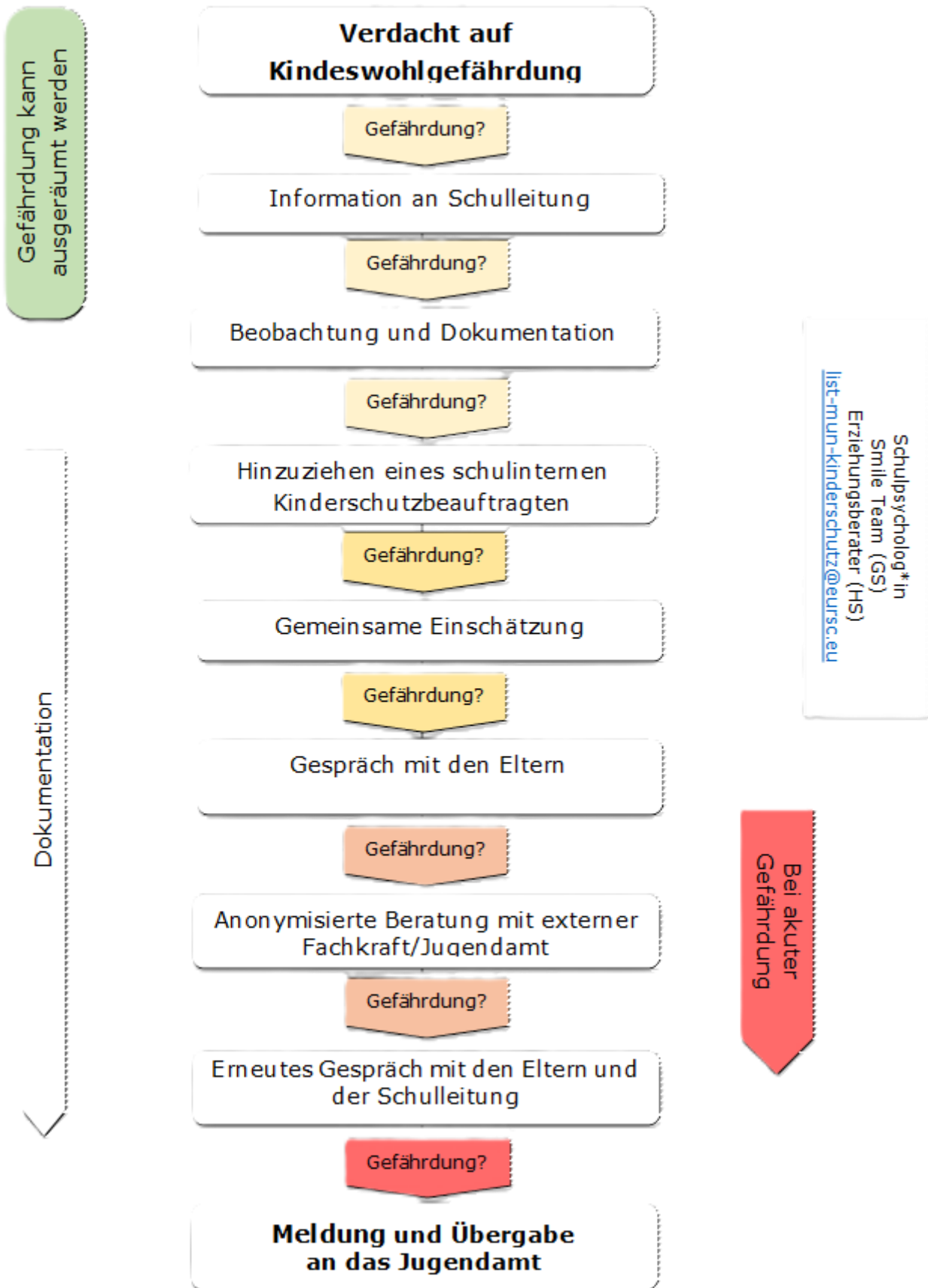
A meeting is held jointly or in close consultation with the school management.

j. Official notification and handover to the youth welfare office

If the support measures for the child are not sufficient or are not accepted, a report is made to the responsible youth welfare office by or on behalf of the school management. If possible, this is done by means of a short-written statement and an invitation to a joint round table with the parents, the responsible employee of the youth welfare office, the school management, the child protection officer and, if necessary, the class teacher. All documented indications of danger are discussed at this round table. From here on, the youth welfare office is responsible.

The school remains available to parents and the youth welfare office as a co-operation partner.

3. Chart:



4. relevant laws in Germany and Bavaria

Social Code (SGB) - Eighth Book (VIII) - Child and Youth Welfare -

§ 1 Right to upbringing, parental responsibility, youth welfare

(1) Every young person has a right to support their development and to be educated to become an independent and socially competent personality.

(2) The care and upbringing of children are the natural right of parents and their primary duty. The state community shall supervise their activities.

(3) In order to realize the right under paragraph 1, youth welfare shall in particular

- 1. support young people in their individual and social development and help to prevent or reduce disadvantages,*
- 2. Advise and support parents and other guardians in their upbringing,*
- 3. Protect children and young people from dangers to their well-being,*
- 4. contribute to maintaining or creating positive living conditions for young people and their families as well as a child- and family-friendly environment.*

§ Section 8a Protection mandate in the event of child endangerment

(1) If the youth welfare office becomes aware of significant indications that the welfare of a child or young person is at risk, it shall assess the risk of danger in co-operation with several professionals. Insofar as the effective protection of this child or young person is not called into question, the youth welfare office must involve the legal guardians and the child or young person in the risk assessment and, insofar as this is necessary according to professional judgement, obtain a direct impression of the child and his/her personal environment. If the youth welfare office deems it appropriate and necessary to provide assistance to avert the risk, it must offer this to the legal guardians.

(2) If the youth welfare office deems it necessary for the family court to take action, it shall refer the matter to the court; this shall also apply if the legal guardians are not willing or able to cooperate in the assessment of the risk of danger. If there is an urgent risk and the court's decision cannot be awaited, the youth welfare office is obliged to take the child or young person into care.

(3) If the intervention of other service providers, health care facilities or the police is necessary to avert the risk, the youth welfare office shall endeavor to ensure that the legal guardians take action. If immediate action is necessary and the legal guardians or legal guardians do not co-operate, the youth welfare office shall itself involve the other agencies responsible for averting the risk.

(4) Agreements with the providers of facilities and services that provide benefits in accordance with this Book shall ensure that

whose professionals carry out a risk assessment if they become aware of significant indications that a child or young person in their care is at risk,

an experienced specialist is consulted in an advisory capacity during the risk assessment and the legal guardians and the child or young person are included in the risk assessment, provided that this does not jeopardize the effective protection of the child or young person.

In addition to the criteria for the qualification of the experienced professional to be consulted, the agreement must include the obligation that the professionals of the organizations work towards the parents/guardians seeking help if they consider it necessary and inform the youth welfare office if the risk cannot be averted in any other way.

(5) If a local agency becomes aware of significant indications that the welfare of a child or young person is at risk, the local agency responsible for providing services must be informed of the data required to fulfil the duty to protect the welfare of the child in accordance with Section 8a. The information should be communicated in the course of a discussion between the professionals of the two local agencies, in which the legal guardians and the child or young person should be involved, provided that this does not jeopardize the effective protection of the child or young person.

§ Section 8b Professional counselling and support for the protection of children and young people

(1) Persons who are in professional contact with children or adolescents,

When assessing whether a child's welfare is at risk in individual cases are entitled to counselling from the local youth welfare organization by an experienced specialist.

(2) Organizers of facilities in which children or young people are stay all or part of the day or in which they are accommodated. and the responsible service providers, have a duty towards the supra-local youth welfare organization is entitled to advice. in the development and application of professional guidelines for the Safeguarding the welfare of the child and protection from violence, as well as procedures for the participation of children and young people in structural decisions in the organization and complaints procedures in personal matters. Matters.

Act on Cooperation and Information in Child Protection (KKG)

§ 4 Advice and transmission of information by persons with confidentiality obligations

In the event of child endangerment

(1) Become

- 1. Doctors, midwives or obstetricians or members of another medical profession who are authorized to practice their profession or
The use of the professional title requires state-regulated training required,*
- 2. Professional psychologists with a state-recognized qualification in psychology scientific final examination,*
- 3. Marriage, family, parenting or youth counsellors and*
- 4. Counsellors for addiction issues in a counselling center that is recognized by an authority or corporation, institution or foundation under public law,*
- 5. members or representatives of a recognized counselling center in accordance with Sections 3 and 8 of the Pregnancy Conflict Act,*
- 6. state-recognized social workers or state-recognized social pedagogues or*
- 7. Teachers at public and state-recognized public schools
in the exercise of their professional activities, there are strong indications that the
If they are aware of a risk to the welfare of a child or young person, they should discuss the situation with the child or young person and the person with parental responsibility and, if necessary, work with the person with parental responsibility to obtain help, provided that this ensures the effective protection of the child or young person.
protection of the child or young person is not jeopardized.*

(2) The persons referred to in paragraph 1 shall, in order to assess the Child endangerment vis-à-vis the public youth welfare organization are entitled to counselling by an experienced specialist. For this purpose, you are authorized to transmit the necessary data to this person; the data must be pseudonymized before being transmitted.

*(3) If it is not possible to avert the hazard in accordance with paragraph 1 or if a the procedure referred to in paragraph 1 is unsuccessful, and shall not consider the persons consider it necessary for the youth welfare office to take action in order to
If the welfare of a child or young person is at risk, they are authorized to inform the Youth Welfare Office.*

The persons concerned must be informed in advance, unless this jeopardizes the effective protection of the child or young person. To this end, the persons referred to in sentence 1 are authorized to provide the youth welfare office with the necessary data.

BayEUG Art. 31

Cooperation with youth welfare offices and educational and childcare facilities; lunchtime supervision

(1)¹ In fulfilling their tasks, pupils shall cooperate with the youth welfare offices and independent

youth welfare organizations as well as other providers and institutions of extracurricular education.
²They should inform the responsible youth welfare office if facts become known which indicate that the welfare of a pupil is seriously endangered or impaired and that youth welfare measures are therefore necessary.

Weblinks:

City of Munich

<https://www.muenchen.de/rathaus/Stadtverwaltung/Sozialreferat/Jugendamt/Kinderschutz/Fachberatung-Kinderschutz.html>

Bavarian State Youth Welfare Office

<https://www.blja.bayern.de/service/bibliothek/fachliche-empfehlungen/schutzauftrag8a.php>

Youth Welfare Office Nuremberg

https://www.nuernberg.de/imperia/md/jugendamt/dokumente/fachkraefte/kinderschutz_arbeitshilfe_schule.pdf

Bavarian State Ministry

<https://www.stmas.bayern.de/kinderschutz/>

Strategic guidelines for the well-being of pupils in the European Schools

<https://www.eursec.eu/BasicTexts/2022-01-D-6-de-2.pdf>

Part 3 Mental health strategies

1. Definition of mental health

"Mental health is a state of well-being in which a person can fulfil his or her capabilities, cope with the normal stresses of life, work productively and contribute to his or her community." (WHO, 2001)

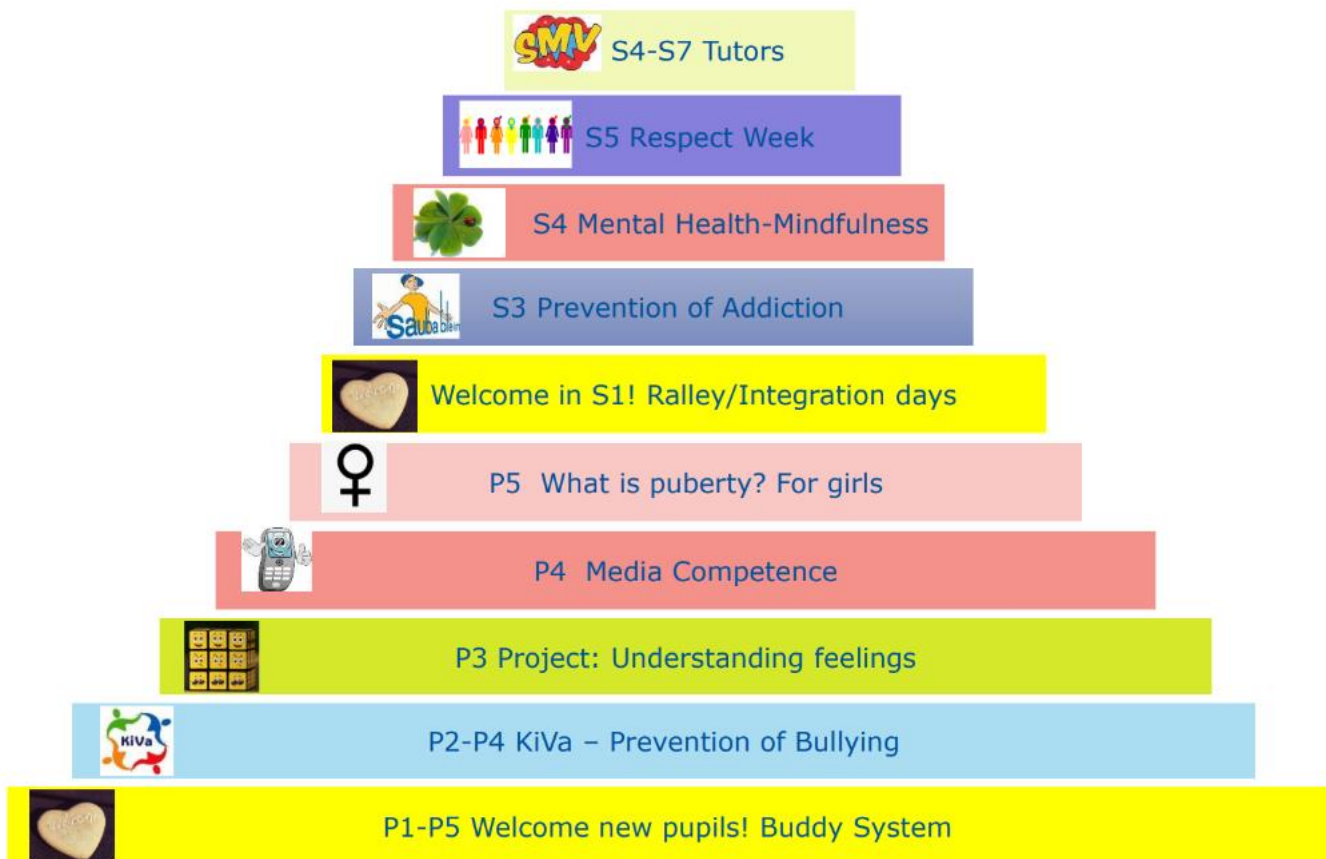
School occupies a very important place in the lives of children, young people and their parents. Pupils spend most of the day at school, are constantly exposed to new subject matter and are members of a social community that they did not choose for themselves. Depending on their cognitive and social abilities and skills, this can become a major psychological burden. In addition, certain family circumstances or unexpected changes in circumstances can make development more difficult and mental health can suffer.

School Psychology is the specialized psychological service of the European School Munich. As an expert in the behavior, experience, thinking and learning of people, it supports all members of the school community from kindergarten to the Abitur. The focus here is on intervening in cases of recognizable psychological stress.

Depending on the severity and need for action, interventions are either carried out by the school psychology department in isolation or in collaboration with other internal colleagues. The latter is far more common. In addition to class observations, individual, parent and teacher discussions and consultations with treating doctors/therapists, an annual sequence of primary prevention measures is also carried out to promote the mental health of pupils. The school psychology department is a member of the BUT (counselling and support team), which implements and conducts age-specific workshops, partly with external providers and partly with the support of internally trained colleagues. This is explained in more detail in the next chapter.

2. Prevention and promotion at the ESM

The following level model illustrates the main topics of the individual year groups:



2.1 Prevention and promotion in primary education

Awareness-raising seminars with pupils (class teachers, Smile Team, school psychology, school management)

As part of a support and prevention network, various projects can be implemented in primary schools at different grade levels. These projects can be carried out by the teachers, the Smile team, the school psychologists, the school management, or an external expert.

P1 - P5: Class projects (class teacher)

The class projects are organized by the teachers according to the needs of the group. The teacher can call on the support of the Smile team or the school psychologist for the development and implementation of the project.

P2 - P5: Welcome Project (Smile Team and School Psychology)

The Welcome Project is intended to welcome new pupils from P2 to P5 into the school. These children join classes that have already been formed and may find it difficult to integrate into the group and make new friends. This project aims to prevent them from developing problems adjusting to the school environment. It also aims to reduce the risk of isolation or poor academic performance as a result of a lack of relationship with the school.

The first phase of the project should be carried out in the second week of the school year and consists of an initial meeting of all the new pupils in a year group. At this meeting they can exchange information such as which school or country they come from, which languages they speak, what they like, etc. We also introduce them to the school, its rooms, the administration, the canteen, the infirmary and so on. This first meeting should show the pupils that they are not experiencing this change alone and that others are in the same situation as them.

A second meeting takes place around two months after the start of school to find out whether anyone is still having difficulties with integration. It follows the same structure by class level as the first meeting and is only intended to share personal experiences at the ESM.

P2 and P4: KiVa in 2nd and 4th grade (Smile Team)

KiVa is the anti-bullying program used at the ESM. It is used for conflicts and bullying in all class levels. As the basis of the prevention program, classes P2 and P4 receive KiVa lessons with age-specific topics.

P3: Understanding feelings (Smile Team and school psychology)

The "Understanding emotions" project is aimed at the P3 classes. The aim is to introduce the 5 basic universal emotions, their functions in everyone's life and our reactions to them. Their role in communication between people is of the utmost importance for understanding a situation.

The five emotions of disgust, sadness, fear, anger and joy are presented individually, and questions are asked such as: When do we feel this way? What does it mean to feel this way? What does this emotion mean? What is it for? How do we react? And what can we do about it?

The project aims to strengthen the understanding of emotions and consciously improve control over emotional reactions.

P4: Media skills (external)

To support the children's introduction to the world of media, P4 pupils attend the media literacy seminar. The topics covered include: Usage time, gaming platforms, chat communication rules, cyberbullying, dwell time, etc. External experts are responsible for this project.

P5: Puberty - what is it? (P5- girls) (school psychology)

For many girls, prepuberty begins in P5. Hormonal changes can affect mood and cause problems with peers and family members. Therefore, an explanatory and informative conversation about these mood swings is beneficial for girls in this phase.

P1 - P5: Social skills (play break) (Smile Team and school psychology)

To promote the children's social skills, the children can meet in a room during the short break (either in the Smile team room or in the school psychology office) and chat, play group games or do arts and crafts. The children

interact with each other under the supervision of a counsellor. If conflicts arise, the counsellor can intervene immediately and guide the children in finding solutions to the situation. It is an open-door project in which every child can take part or be invited to join the children.

Sensitization seminars with parents or legal representatives

Media evening for kindergarten/primary and secondary school parents (external or school psychologist)

The parents' evening on media literacy aims to support parents in the difficult task of introducing their children to different media at different stages of childhood. Topics such as cognitive development in childhood, age-appropriate films, and games, controlling screen time and the consequences of inappropriate media use (be it screen time or content viewed) etc. should be covered.

An external expert can be engaged for this presentation.

Recognizing learning difficulties and acting correctly (external or school psychology)

A discussion about possible learning difficulties or disorders should inform parents so that they can recognize a problem. The discussion should also help parents to seek specialized support, either at school through support lessons or learning therapy. Learning problems include dyslexia (LRS), dyscalculia, ADHD and test anxiety. An external expert can be engaged for this presentation.

2.2 Prevention and promotion in secondary education

The prevention projects at the ESM Secondary School are selected according to age- and topic-specific criteria and are decided on and adapted annually as part of a closed meeting within the counselling and support team (BUT). As the ESM is located in Munich, the program is based on European standards as well as Bavarian recommendations and guidelines from the Ministry of Education and Cultural Affairs. The members of the ESM project team for the secondary school are the coordinators of the BUT, the principal educational advisor or assistant director and the school psychologist.

S1: Schoolhouse rally and integration day

Entry to the upper school takes place through a so-called "school building rally", in which the future S1 pupils get to know the building and familiarize themselves with it. Tutors from the upper classes (S4-S7, see description) help with this. At the beginning of the new school year in autumn, all S1 classes also have an integration day, also with the help of tutors. The aim is to strengthen the class community right from the start through team-building measures.

S2: Landschulheim

At the beginning of the school year, S2 attends a Landschulheim where social skills and autonomous self-efficacy are to be strengthened.

S3: Addiction prevention (see also Part 6, Substance abuse)

During the project week, workshops on the topic of addiction and life skills "Fit 4 Life" are organized for the entire S3

year group by the Bavarian police's "Sauba Bleim" project. Internal colleagues who have received training organize these workshops. Another "guest", the ESM school doctor, gives a talk on the effects of drug use on the adolescent brain and is available to answer pupils' questions.

S4: Mental Health and Mindfulness

Every year, workshops on mental health are organized for the entire S4 class in preparation for the upper school. Theoretical and practical content alternate. The main topics are: distinguishing depression from normal pubertal mood swings, tips for reducing performance and exam anxiety, helpful contacts, recommendations from happiness research and learning about various relaxation techniques as an important building block for reducing stress and building strategies that promote resilience.

S5: European Respect Days

So-called "Respect Days" take place in S5. The main topics are: Anti-Semitism, racism and LGBTIQA*. European values in accordance with Article 1 of the Basic Law are to be recalled and anchored through various lectures, internal and external workshops. In future, the plan is to move this content to S2 and explicitly offer a new thematic focus in S5: Sexuality and successful relationship experiences beyond "Generation Porn".

S4-S7 Tutors of the ESM

Tutors are a team of 20-30 helpful, older pupils who attend an annual training course to become tutors. Their task is to help younger pupils orientate and adapt to the new school system, to act as mentors when questions and problems arise and to help build a good classroom climate (right from the start). As "peer-to-peer tutors", they play an important role in harmonious interaction and make a lasting contribution to a healthy school climate through being role models, their training and their willingness to help. The tutors focus primarily on S1 and offer activities such as a school rally, an integration day with team-building games, arts and crafts at Christmas and academic support (also for higher year groups). They also accompany their assigned classes on excursions together with the class teachers.

3. Intervention

Kindergarten/Primary school

Class teachers, Smile Team, school psychologist, school management

Intervention in cases of suspected bullying

If bullying is suspected in a class, we follow the guidelines of the KiVa anti-bullying programme.

Counselling for parents at the school psychology department

If a pupil has a problem that the teacher considers to be beyond their competence, the case should be referred to the school psychology department. The school psychologist can then assess the situation and advise the teacher and parents about the child's possible needs.

Parents may be invited to discuss the situation and receive counselling (e.g. on the need for a psychological assessment, psychological therapy, etc.).

Brief interventions

Some of the problems pupils face can be remedied in the school environment. With the permission of the pupil's parents, it is possible to help a child improve their well-being through brief interventions.

The most common brief interventions relate to improving self-esteem, lack of self-confidence when appearing in front of the class and conflicts with classmates.

Intervention in secondary education

Interventions in cases of psychological stress (more internalizing disorders) and/or problematic behavior (more externalizing disorders) are decided on a case-by-case basis (school psychology, Education Advisor and/or support system) or on a multidisciplinary basis, depending on the symptoms and need for help. This multidisciplinary team includes the school psychologist, the support coordinator, the responsible Education Advisors, the class teachers and the director. In some cases, external experts (doctors, therapists) are also part of the extended circle of helpers.

The following measures are used to clarify the current situation and to draw up a development plan: Individual discussions with the pupil, discussions with parents, discussions with teachers, class observations, consultations with external doctors and therapists inside and outside clinics. In the event of psychological stress due to bullying, classmates or friends are also called in as a support group in consultation.

4. Suicide

4.1 Guidelines for dealing with suicidal thoughts and behavior

As a rule, suicidal behavior by pupils at the ESM is initially clarified internally by the responsible school psychologist, who should be contacted immediately. However, circumstances may arise that require immediate action by other colleagues. The following guidelines provide an insight into the correct procedure.

Source: MHFA first responders (2020). Guidelines for dealing with suicidal thoughts and behavior.

Adapted from: Mental Health First Aid Australia. Suicidal thoughts and behaviours: first aid guidelines (Revised

2016). Melbourne: Mental Health First Aid Australia; 2014

4.2 Development of these guidelines

The following guidelines are based on expert opinions from a committee of patients and clinicians from Australia, New Zealand, the UK, the USA and Canada.

Source: Ross, A.M., Kelly, C.M., & Jorm, A.F. (2014). Re-development of mental health first aid guidelines for suicidal ideation and behaviour: a Delphi study. *BMC Psychiatry*, 14, 241.

Suicide can be prevented. Most suicidal people do not want to die, but do not want to live with pain and suffering. Open communication about suicidal thoughts and feelings can save lives. Every person has the ability to save lives and protect suicidal people.

In the case of pupils who are minors, the involvement of their legal guardians is mandatory in the event of suicidal thoughts/intentions. If the pupils vehemently refuse to involve their parents or other family members (and an acute suicide attempt is imminent), the Oberbayern crisis service (0800 655 3000) or the police (110) should be called.

If the suicidal person has a specific suicide plan or the means to carry it out, an emergency number should also be called for counselling (Psychiatric Crisis Service Upper Bavaria). If the person at risk of suicide has a weapon, the internal security manager or the police must be contacted and informed that the person is at risk of suicide so that they can intervene accordingly. It is important to ensure that you do not put yourself in danger when assisting a suicidal person.

4.3 Recognising suicidal tendencies

Warning signals

- Threatening to harm or commit suicide
- Search for methods and means of suicide (attempt to gain access to drugs, weapons or other means)
- Dealing with the topic of death and dying
- Hopelessness, feeling of hopelessness and meaninglessness
- Anger, resentment, desire for revenge
- Reckless behaviour or risky activities
- Increasing alcohol and substance consumption
- Withdrawal from family, circle of friends and usual activities
- Severe mood swings (e.g. sudden improvement in mood followed by a depressive episode)
- Tidying up, giving things away
- Sudden calm and serenity

Source: Rudd et al (2006). Warning signs for suicide: Theory, research and clinical applications. *Suicide and Life-Threatening Behaviour*, 36, 255-262.

Risk factors

- A mental disorder
- Poor state of health or physical impairment
- Suicide attempt or self-harming behavior in the past

- Critical life events (e.g. loss of partner/child, unemployment, retirement, incapacity to work)
- Physical or sexualized violence in childhood
- Suicide attempt in the social environment in the recent past Suicide is also more common in certain groups (e.g. among men, the unemployed, prisoners and LGBTIQ+ people)

Source: Hawton, K., & van Heeringen, K. (2009) Suicide. *Lancet*, 373, 1372-1381.

4.4 The conversation

Immediate action is required if you suspect that someone is contemplating suicide. The person should be approached, even if there is uncertainty about the suspicion. The person should be told openly about your concern for them by describing the behaviour that has led to your concern about suicide. If the person does not want to talk to you, you should offer to find someone they can talk to.

Ask the person about suicidal thoughts

Anyone can have suicidal thoughts at some point. If this assumption is made, the person should be asked about it directly. If they do not talk about it of their own accord, this is the only way to get clarity about possible suicidal tendencies.

Possible questions:

- "Are you having suicidal thoughts?"
- "Are you thinking of taking your own life?"

More important than the exact choice of words is to ask the question directly, not to ask suggestive or judgmental questions, such as "You're not thinking of doing something stupid, are you?".

Some people do not dare to ask directly about suicidal thoughts because they fear that the suicidal person might get the idea because of the conversation. This is wrong. If someone is actually suicidal, asking directly does not increase the risk of a suicide attempt. On the contrary: asking about suicidal thoughts gives the person the opportunity to talk about their stress and shows them that someone cares about them. Nevertheless, it is important not to show any negative reactions. In a suicidal crisis, radiating calm, confidence and compassion can have a calming effect on the suicidal person.

Dialogue with suicidal people

It is more important to be genuinely caring than to "say all the right things". Suicidal thoughts are often a plea for help and a desperate attempt to escape difficulties and emotional distress.

Concrete approach: Ask the person what they are thinking and feeling, reassure them that they will be listened to - no matter what they have to say; allow them to talk about their thoughts and feelings and their reasons for wanting to die; let the person know that they are allowed to talk about painful things, even if it is difficult to express their feelings, e.g. by crying, anger or shouting. This can be relieving for a suicidal person.

Assessment of urgency

Suicidal thoughts should always be taken seriously and acted upon. The immediate risk of suicide can be assessed using the following questions, which influence immediate safety. The person should be asked:

- Whether he/she has a plan to take his/her own life.

- How he/she wants to take his/her own life (direct question about how and where she plans her suicide).
- Whether he/she has decided when he/she will carry out her plan.
- Whether he/she has already made suicide preparations.
- Whether he/she has consumed alcohol or other substances. Under the influence of alcohol or other substances, the risk of someone acting on suicidal thoughts is greater.
- Whether he/she has ever planned or attempted suicide.

If the suicidal person says that they hear voices, ask them what the voices are telling them. This can be very important if the voices have an influence on current suicidal thoughts.

It is helpful to find out what support the person currently has. So, ask:

- Whether he/she has told anyone how he/she feels.
- Whether there were changes at work, in the social environment or in the family.
- Whether he/she is undergoing treatment for mental stress or is taking medication.

People who have a concrete suicide plan, have the means to carry it out, have set a precise time and have the firm intention to commit suicide are at the highest risk of putting their suicidal thoughts into action. The absence of a plan for suicide, on the other hand, is not sufficient to ensure safety.

4.5 Protection of the suicidal person

As soon as it is clear that there is an acute risk of suicide, measures should be taken to protect the person at risk of suicide. A suicidal person should not be left alone. If there is an immediate risk of a suicide attempt, action should be taken quickly, even if there is uncertainty: it is better to work together with the person at risk of suicide to ensure their safety than to act alone to prevent suicide.

The person at risk of suicide can be reminded that suicidal thoughts do not have to be acted out. They can be reassured that there are solutions to their problems and ways of coping other than suicide.

The focus of the conversation is on things that protect them rather than those that jeopardize them.

It should be ensured that the person has telephone numbers to hand that they can call in an emergency. This could be, for example, a doctor or a mental health professional, a suicide counselling center or a 24-hour emergency number, but also friends or family members who can help in an emergency.

It is important to find out who has supported the person in the past and whether these support options are still available. The person should be asked how they would like to be supported and whether there is anything that can be done to help. However, the responsibility cannot be taken away. It is important to raise awareness: help can be offered, but responsibility for the actions or behaviour of others cannot be assumed, nor can the decisions of others be controlled.

4.6 Involving professional help

The person should be encouraged to seek appropriate professional help as soon as possible, together with the parents or other trusted family members, to visit a doctor/clinic. On the website www.esmunich.de under the heading "School Psychology" you will find emergency addresses that can be contacted. These include hospitals, psychiatric clinics, emergency numbers and other emergency services in the region that can help in a suicidal crisis. The person at risk of suicide should be given this information and support options should be discussed with them. If they do not wish to speak directly to someone, they should be encouraged to call the emergency numbers.

Without help, the person will not get better; they will not seek help themselves either. People with suicidal thoughts do not seek help for many reasons: because of stigma, shame or because they are convinced that their situation is hopeless, and no help is possible.

Be prepared for the suicidal person to become angry and feel betrayed if attempts are made to prevent the suicide or organize professional support. Attempts, hurtful words or behavior should not be taken personally.

4.7 Dealing with confidentiality

Never agree to keep a suicide plan or suicide risk secret. This request should be refused and at the same time it should be explained why this is not being done. In such a situation, the following can be said: "You are too important to me to keep this a secret. You need help and I am here for you so that we can find help for you together." The suicidal person can be involved in the decisions about who should know about the suicidal crisis. If the person refuses to give their consent to inform others about their suicidal thoughts, it may be necessary to override this to ensure their safety and let them know who will be informed.

It is important to realise that it is better to deal with the person's anger if others are informed of their suicidal thoughts without permission than to lose the person to suicide.

Furthermore, despite all efforts, you will not always be able to prevent a suicide.

4.8 Self-harm without suicidal thoughts

Some people hurt themselves for reasons other than suicidal intent. It may be to relieve strong feelings (e.g. high inner tension), to punish themselves or to express a need for help. This can be very distressing to witness. Self-harming behavior can indicate different things. People who self-harm may be at risk of suicide. However, there are also people who self-harm over several weeks, months or years without necessarily being suicidal. Self-harming behavior requires therapeutic support.

4.9 Guidelines for action in the event of suicide of pupils/teachers

This action plan is a guide. Individual steps can be omitted or supplemented if necessary.

Source: RSB Kreis Steinfurt

Action		Person responsible	Done
1.	Check the message carefully and clarify the key facts, e.g. by asking the police		
2.	Write to inform teachers about the incident so that they can inform the classes. The classes should be informed quickly in person		
3.	Convening the crisis team: who does what? Which of the following steps are necessary?		
4.	Determine who is affected and clarify support needs (1. direct, 2. indirect, 3. weaker, 4. wider environment)		
5.	Organisation of a second teacher to accompany the class teacher of the affected class		
6.	Information for the class teacher (on dealing with the class, e.g. dealing with the empty chair, candle, picture, flowers)		
7.	Short-term teachers' conference to inform the entire teaching staff (information on the situation, planned procedure, handling of external information/press)		
8.	Plan contact with the parents concerned (promptly, home visit, who goes with?). Discuss with the parents: school attendance at the funeral? Funeral service at the school?		
9.	Write an information letter to the parents of the affected class		
10.	Information letter for parents of pupils in other classes		
11.	Plan a parents' evening		
12.	Set up a place of remembrance: Mourning table, candle, condolence book, photo frame, photo of the deceased, flowers Caution: Werther effect, danger of glorification		
13.	List of agencies and persons who can be involved as supporters (emergency counsellors, school psychology, Education Advisor ...)		
14.	Support for affected pupils: offer talks by class teachers, religious education teachers, school psychologists or emergency counsellors, organise a room for this purpose		
15.	Obituary, funeral card, wreath		
16.	School funeral service: farewell service with the affected class if the parents do not wish to attend the funeral		
17.	Minute's silence: Should there be an assembly for all pupils in the school? Not via loudspeaker system!		
18.	At the end of the school day, the crisis team plans the next school day		

Helpful telephone services and internet resources for suicidal behaviour

Samaritans English-language support line (connected by the British army in Germany) phone: 0800 181 0721

Suicide prevention 24-hour crisis helpline (Die ARCHE) phone: 089 334041

Telephone counselling - 0800/1110111 and 0800/1110222

Number against grief (child and youth helpline) 116111

www.jugendnotmail.de

www.frnd.de

www.nummergegenkummer.de

www.caritas.de

www.suizidpraevention.de

www.u25-deutschland.de

www.suizidprophylaxe.de

www.agus-selbsthilfe.de

www.telefonseelsorge.de

5. Training and supervision

In both primary and secondary education, annual training courses are organized for all staff as part of the Pedagogical Days and beyond. The main topics vary and include a main topic with associated sub-topics. As many internal colleagues are involved in the prevention projects -

For example, on the topic of addiction, they receive training from external providers.

School Psychology takes part in the Federal Congress for School Psychology every two years, as well as several times a year in symposia and further training courses organized by various organisers, such as the LMU Polyclinic for Child and Adolescent Psychiatry, Psychosomatics and Psychotherapy.

In particularly complex cases, an external supervisor is consulted, who provides a holistic and neutral perspective and makes appropriate recommendations for action in individual and/or group supervision sessions with the involvement of the management.

6. Confidentiality

Teachers must maintain confidentiality about official matters, especially externally. The duty of confidentiality does not generally apply within the teaching staff who teach the pupil concerned, as an exchange about difficult pupils, for example, should take place with colleagues in order to provide the best possible support for each pupil. In some cases - for example in cases of suspected abuse - there are special regulations: no unnecessary statements may be made here.

The principles of school psychology are confidentiality (statutory duty of confidentiality according to § 203 StGB), voluntariness, impartiality, free access, low threshold and respect for the pedagogical and educational responsibility of parents and teachers.

Part 4 Combating bullying

1. Introduction

Our school is committed to working with staff, pupils, and parents to create and maintain a school community where bullying is unacceptable. This policy applies to any form of bullying among pupils at any time or place in the school. It also covers incidents during school activities outside of school such as trips, journeys, excursions and incidents on the way from home to school and back and extends to the use of social media involving pupils in our school community.

2. Definition of bullying

A commonly used definition is that bullying consists of *deliberately* and *repeatedly* tormenting or harming the same person *over a long period of time*. Furthermore, it is difficult for the bullied children to defend themselves. This is due to the *power imbalance between the parties* - the bullied child usually has less power or physical strength than the bully or bullies.

Bullying can take many different forms. It usually involves *verbal abuse* and *public ridicule of the target*, such as

- verbal abuse
- insults
- negative comments (racist, sexist, etc.)
- teasing
- threat
- harassment
- indifference, isolation from the group
- emotional
- etc.

However, there are many other forms, e.g. physical assault, assault in relationships (gossip, manipulation of friendships, intimidation, marginalization, etc.). When it comes to sexual comments or actions, we talk about sexual harassment or sexual bullying, which in turn can take various forms (e.g. sexual jokes, comments, rumors, posting content or photos on social media, soliciting/offering to participate in sexual acts of any kind, etc.), in person or online.

The most recent and widespread form is cyberbullying (also known as *online bullying* or *cyber harassment*).

According to the UNICEF definition¹, *cyberbullying* is bullying using digital technologies that can be carried out via social media, messaging platforms, gaming platforms and mobile phones (e.g. email, social networks and instant messengers).

The document *Anti-bullying Practices from the Repository of the European Platform for Investing in Children (EPIC)* also emphasizes the rapid spread of this form: "In recent years, children have also increasingly experienced bullying on the internet. The term 'cyberbullying'² is used to describe various acts of harassment, threats and harmful behavior carried out through the use of electronic media. This can include the distribution of videos, photos and messages via social media, emails, and mobile phones to humiliate the target."³

Often those affected are bullied in more than one way, and bullying is more than just a single attack. It is a hierarchical relationship between the bully and the bullied child, and this relationship is also embedded in the wider peer environment.⁴

Bullying is a social activity that involves more than just the two "protagonists". It has been proven that those who observe the incident, the so-called "bystanders", can take on the role of reinforcers or helpers of the bully, defenders of the bullied or even bystanders. The role played by peers in a bullying situation is particularly important in maintaining or minimizing the phenomenon.

Bullying can also be described as behavior by an individual or group that is repeated over a long period of time and deliberately hurts another person or group physically or emotionally. It is often motivated by prejudice against certain groups, e.g. because of skin color, religion, gender, sexual orientation or because a child is adopted or has caring responsibilities. It could be motivated by actual differences (or perceived differences) between children. Face-to-face bullying and cyberbullying can often occur side by side. However, cyberbullying leaves a digital footprint - a record that can prove useful and provide evidence to stop the abuse.

It is important to distinguish between bullying and other, in many cases similar but fundamentally different types of behavior such as relationship conflicts. The most important differences can be summarised as follows:

Conflict	Bullying
Occurs occasionally	Repeated offensive behaviour
Accidentally	Intentional

Balance of power	Power imbalance
Remorseful	No remorse
Efforts to solve problems	No effort to solve the problem

¹ The study distinguishes between four basic types: direct bullying, indirect bullying, discriminatory bullying and cyberbullying.

² Prepared for the European Platform for Investment in Children (EPIC), November 2020. Authors: Dr Michaela Bruckmayer and Silvia Galimberti. Publications Office of the European Union, 2020. See also on this topic:

[https://www.webwise.ie/trending/dealing-with-cyberbullying-in-schools-2/;](https://www.webwise.ie/trending/dealing-with-cyberbullying-in-schools-2/)
<https://www.coe.int/en/web/children/bullying;>

³ KiVa Anti-Bullying Programme | KiVa Programme & University of Turku

⁴ Based on the definition of the DfE

In the school context, it is even more important to distinguish between these two different approaches, as they require different responses from the school community. In the first case, the pedagogical staff, the educational counsellors, the school management and, in the latter case, often also the school psychologists. However, the same importance should be attached to both approaches.

3. Prevention

As with most incidents, prevention is the most effective means of tackling bullying. The key to prevention is a robust and universal approach to all forms of bullying, discrimination, and harassment, based on respect as a core value of the whole school community. The school must promote an inclusive ethos where respect and tolerance of difference is paramount. The school leadership must ensure that this message is communicated to every member of the community in a variety of ways. Some of these are as follows:

- (1) Relevant school documents and responses to specific incidents should clearly state and explain that any type or form of bullying is considered unacceptable behavior by the school community.
- (2) Class teachers and educational advisors will discuss the negative effects of bullying, discrimination and harassment with their pupils and promote a positive, caring, and supportive atmosphere within the class and the whole school. The topic may also be the subject of discussions between parents and teachers and between parents and school management, including during parents' evenings for parents at the beginning of the school year.
- (3) Where possible, the topics of bullying, discrimination and harassment should be discussed in various subject-specific contexts, particularly in literature-related subjects such as Language 1 and Language 2 or ethics/religion, but also in other subjects. Programs and projects for social and prosocial skills training, empathy development, anger and frustration management, assertiveness training and self-esteem enhancement delivered as part of the curriculum are of paramount importance as preventative measures to combat and minimize bullying and any other type of aggressive or unacceptable behavior.

4. Anti-bullying guidelines

School staff and parents should be aware of the warning signs that may indicate that a child is a victim of bullying. The following list summarizes some of the typical signs: However, we should always bear in mind that many of these symptoms may indicate other problems and that this list is not exhaustive.

At home:

- Repeated signs of reluctance to go to school
- Sudden drop in performance and decreasing willingness to learn
- Physical signs that the child has been bullied (damaged clothing or other damaged property, physical injuries)
- Repeated loss of property and/or money
- Sleep problems, bad dreams, nightmares
- Eating disorders, loss of appetite
- Change in behavior and/or emotional state (including unusual outbursts, aggression or depression)
- Lack of interest in going out with friends

At school:

- Reluctance to go outside to play
- Concentration problems in the classroom
- Avoiding classmates and staying close to adults in the schoolyard
- Withdrawn and frightened behaviour
- Aggressive behavior towards peers for no apparent reason
- Refusal to talk about the problem when the child is asked about it, or unlikely excuses or explanations
- Property disappears regularly
- Physical signs that the child has been bullied (damaged clothing or other damaged property, physical injuries)
- Repeated loss of property and/or money
- Sudden drop in performance and decreasing willingness to learn

Management, the Anti-Bullying Team and Education Advisors oversee the implementation of proactive (prevention) and reactive (intervention) anti-bullying strategies, taking into account the welfare of all pupils. The involvement of all staff is crucial. Every suspected case of bullying is taken seriously, investigated with care and in the shortest possible time.

Measures at school level:

- Provide adequate supervision of the premises and ensure that staff take incidents seriously by noticing, reporting, investigating, and dealing with individual incidents of inappropriate behavior that may develop into bullying.
- Good communication, co-operation, and exchange of information between the anti-bullying team, the school management and the parent representatives.
- All members of the school community are responsible for not ignoring instances of inappropriate/harassing behavior, but for reporting them and intervening immediately where possible.

Measures at classroom level:

Every teacher must raise awareness of bullying in their classroom so that:

- Raising awareness of bullying by educating children about what bullying is and how to deal with it.
- Teaching children that repeated inappropriate behavior towards a child is bullying and will not be tolerated.

- Victims and bystanders understand that they should report bullying incidents to their educational counsellors, teachers or parents.
- Bystanders understand that, where possible, they should help and protect their peers if they see them being bullied.
- The children develop their self-assertion and conflict resolution skills.

Pupils should:

- Remembering that what one pupil finds fun may be hurtful to another.
- Ask yourself: "Would I want to be treated like this?"
- Do not stand idly by when bullying takes place.
- Speak on behalf of the victim who may be too scared to speak up and/or report the incident to an adult.
- If they have the feeling that they are being victimized, do not suppress this feeling, but talk to someone they can trust.

Part 5 Strategy for good behavior

Behavior is the way someone acts, behaves and communicates, especially in relation to other people and/or situations. At school, we expect everyone to behave well. The good behavior of pupils is particularly important and a prerequisite for learning. Everyone in a school benefit when good behavior prevails. When behavior is good, learning is not disrupted, lessons can take place undisturbed, and parents are reassured that their child is in a safe, supportive environment while school staff can carry out their duties calmly and productively. If any misbehavior occurs, our school will act in accordance with the school rules and the good behavior policy of the secondary school, nursery and primary school:

https://esmunich.de/fileadmin/Website/Downloads/Hoehere_Schule/Good_behaviour_policy_DE_2024_02_21_HS_DEFhttps://esmunich.de/fileadmin/Website/Downloads/Hoehere_Schule/HS_ISO_DE.pdf.pdf

https://esmunich.de/fileadmin/Website/Downloads/Grundschule/231128_Code_of_behaviour_DE.pdf

https://esmunich.de/fileadmin/Website/Downloads/Grundschule/Verhaltensregeln_ESM_GS_2024_Stand_02.07.24_.pdf

Part 6 Strategy to combat substance abuse

1. Introduction

Over the course of their development, young people are confronted with many challenges that can affect their health and well-being. This also includes contact with harmful substances. On the one hand, these are legal substances such as alcohol, nicotine, medication and cannabis, but also new psychoactive substances such as legal highs, ecstasy and amphetamines. There are also illegal drugs such as heroin and cocaine.

In addition to substance-related addictions, there are also non-substance-related addictions such as gambling, shopping, computer and work addiction, as well as various forms of eating disorders (anorexia, bulimia and binge eating).

The areas of internet addiction, internet pornography and mobile phone addiction represent an ever-increasing social challenge. In this context, the ESM has an important role to play in prevention work.

2. Prevention work concept

- **Life skills and addiction prevention - "Fit 4 Life"**

The focus of this work is not on sanctioning or punishing pupils, but on prevention. Active addiction prevention work is carried out at the ESM. Pupils are informed about the risks and dangers of addictive substances and, against this background, should be able to decide for themselves how they want to deal with addictive substances in terms of their own health and life goals.

Strengthening and raising awareness of one's own competences plays a very special role here. Prevention work aims to raise awareness of and promote self-esteem and confidence in one's own resources. When young people are empowered, they don't need the "crutch" of addiction and are therefore much more likely to resist the peer pressure to take part in things they don't really want to participate in. It is also important that young people learn to distinguish between responsible consumption and critical or addictive use of alcohol and caffeine, for example.

- **Capacity building:**

Teachers and Education Advisors who want to get involved in addiction prevention are trained by the Bavarian police's addiction and drug prevention program called "sauba bleim" in two-day courses. In addition to the police, educationalists, psychologists, doctors, addiction counsellors and the Department of Health and the Environment in Munich were involved in developing the concept. The trained staff then carry out the addiction prevention program at the school independently in the form of workshops.

- **Sustainability and continuity:**

The fact that the teaching staff at the ESM are trained means that specialist knowledge in the field of addiction can be incorporated daily, not only during the addiction prevention week for the S3 classes (year 8), but also in counselling sessions with pupils and parents, as well as in lessons, for example in biology, religion/ethics or in language lessons through the relevant literature. As a result, the topic of addiction prevention is continuously and sustainably present. The addiction prevention week for the S3 classes takes place annually, ensuring that all pupils at ESM have dealt with the

topic of addiction and life skills more intensively at least once in their school career.

- **Target group orientation:**

What moves young people at any given time, how they feel and think, determines the approach and direction of the content. This means that the school's counselling and support team must be constantly up to date with the latest developments. This is ensured on the one hand through further training and on the other hand by listening carefully when dealing with young people.

- **Active development of learning content:**

The content is conveyed in the workshops in such a way that the pupils are activated, i.e. they actively act, think and realize their own ideas. This is achieved through role-playing, exercises with addiction goggles, self-assessment questionnaires, interactive and group-dynamic games.

- **Networking:**

In addition to the workshop work, the ESM's addiction prevention team is very well networked, firstly with the school's internal counselling structure. This includes the school psychologist, the Education Advisor, the school doctor and the health service. All of these areas are involved in the prevention work. On the other hand, there is close networking with external agencies such as the youth officers of the police, other addiction counselling centers such as "Condrobs e.V." and "Keine Macht den Drogen", which provide the school with advice, but also with training and lectures.

3. Parental work

Parents can contact the school's individual counselling services (school psychologist, Education Advisor, Health Service and the school doctor) in confidence at any time if they have any questions or concerns about addiction with regard to their pupils. The contact persons can be found on the homepage or on flyers and posters.

In addition, a parents' evening is held once a year in the area of addiction, usually with the leader responsible for the "sauba bleim" training courses. The purpose of the parents' evening is to inform parents about current developments in the area of addiction. In addition, parents receive valuable advice on how they can support their children, who are growing into young adults, in a trusting and helpful manner with regard to these particular challenges.

4. Management of incidents in connection with substance use

ESM emphasizes prevention and education in dealing with addictive substances. If the use, possession or distribution of prohibited substances by pupils on school premises or in relation to school-related activities nevertheless occurs, measures will be taken to

- a) In Chapter VI, Discipline Regulation, Articles 40-44 and in Chapter VII, Article 52 "Personal Pupil File" of the General School Regulations and
- b) Chapter 3 "Prohibition of Addictive Substances and Dangerous Objects" of the Internal School Regulations regulates this.

Issues in this context are also discussed and decided in the Education Council and, if necessary, in the Disciplinary Council of the ESM.

In addition to the General and Internal School Regulations, the ESM has also drawn up a Good Behavior Policy and an internal mobile phone policy, which are continuously adapted and further developed in line with the current situation.

5. Provision of training and further training measures for staff

- **Training "sauba bleim":** All teachers or Education Advisors who are involved in the "Life Skills and Addiction Prevention Week" for the S3 classes undergo a two-day training course offered by the Bavarian police.
- **Training by Condrobs e.V. Suchthilfe:** As part of the neighborhood concept, the association regularly offers training courses and opportunities to exchange views on current issues, to which we as ESM invite the educational staff.
- **Internal training:** All new employees receive an introduction on how to use the individual methods and work materials in analogue or digital form.
- **Raising awareness of the topic on educational days and at teachers' conferences:** On pedagogical days and at teachers' conferences, the entire staff is repeatedly sensitized to the topic of addiction, either through input from the school psychologist or through external specialist speakers.
- **Raising awareness through circulars to staff:** In the event of particularly urgent challenges and developments, the addiction prevention team informs staff in consultation with the school management.

6. Planning, implementation and evaluation

All prevention work at the ESM is planned by the core team of the prevention team, consisting of the school psychologist, the main educational counsellor / assistant to the deputy director and the coordinator, and carried out with the help of many internal and external staff.

- **Quality assurance through further training:** Regular training courses through the "sauba bleim" program and Condrobs e.V. Suchthilfe.
- **Feedback culture:** self-evaluation through regular evaluation of the work. Survey of all employees following the addiction prevention week in the form of a meeting or a form survey. The results of the evaluation are then fed back into the planning for the following year.
- **Retreat:** The core team of the counselling and support team holds a closed meeting at least twice a year. The entire work, including that of addiction prevention, is evaluated.
- **Evaluation with the management:** At least once a year, the ESM's entire prevention work is analysed with the management under the motto "Looking back - looking ahead". There is an evaluation of the individual areas and what should be changed, discontinued or added in the new year.

Part 7 Health, safety and security strategy

1. Introduction

The European School Munich endeavors to provide pupils with a healthy, safe and secure learning environment. In general, health, safety and security issues are governed by the overarching health, safety and security policies of the European Schools and the legislation of Germany. As far as children's well-being is concerned, there are specific health, safety and security issues that are not covered by these overarching policies. These issues are addressed in this chapter.

2. Specific health, safety and security related issues with regard to the well-being of pupils

2.1 Recruitment of personnel

The school requires all members of the staff of the European School Munich to submit an extended police clearance certificate.

2.2 Comfort

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

- a) be well lit;
- b) be adequately heated;
- c) be adequately ventilated and
- d) be of an appropriate size for the classes that use them.

2.3 Furniture

The school provides fixed and adjustable chairs, stools and tables that comply with the EN 1729 standard.

2.4 Equipment for physical education

The equipment for sports lessons is regularly checked by a competent service provider.

2.5 Playground equipment

The school only purchases and installs playground equipment that complies with the EN 1176 standard. The maintenance and regular checks of this equipment are carried out in accordance with the criteria set out in this standard.

To ensure the safety of pupils in the event of an impact, the surface of the playground is designed and constructed in accordance with the EN 1177 standard.

2.6 Medical information and allergies

Parents provide the school with relevant information about their child's specific medical conditions, allergies and chronic illnesses to the health team, taking into account the doctor's recommendation and the parents' wishes wherever possible. All medical information will be kept strictly confidential by the school's health team.

Children who need extra medical support during the school year should contact the health team.

For school trips, parents must liaise with the class teacher to provide relevant information about the specific medical conditions.

2.7 Hygiene and cleanliness

The school ensures a clean environment for the pupils. In addition, pupils and staff are sensitized to keeping the premises clean and tidy.

Good hygiene and cleanliness can be achieved through the following measures, *among others*:

- a) Frequent and thorough cleaning of the school grounds and classrooms, with particular attention to food preparation and consumption areas, toilets and showers.
- b) Provision of water, soap and drying facilities in the toilets. The school can opt for a menstrual product that is provided to the pupils free of charge.
- c) Promoting the hygiene behavior of users.
- d) Regular monitoring of water quality.

2.8 Healthy food

The school will promote and support healthy eating habits. Pupils will generally have a break during the school day to eat their lunch.

2.9 Traffic hazards

The school protects pupils from road traffic hazards when they are in the care of the school, e.g. on excursions and field trips.

Starting in kindergarten, traffic education lessons are held in various year groups, including with the police.

School trips

A risk assessment is carried out before excursions. The accompanying teachers must be fully involved in this assessment.

Parents are kept fully informed about all aspects of the school trips in which their children are involved.