

## **Pupils' well-being at school**

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### **Introduction**

The well-being of our children in the Primary school is one of our main objectives. We need happy children who feel safe, if we want to achieve the educational objectives we have set for ourselves.

The well-being of children concerns all members of the school community (parents, teachers, pupils, supervisors, psychologists ...). Only with the active involvement of all, will we be able to achieve these goals.

Throughout the last few years we have taken many initiatives in this regard, which we review and update each year in order to improve them.

Below is a state of play of our current activities and actions as follows:

### **Use of school spaces**

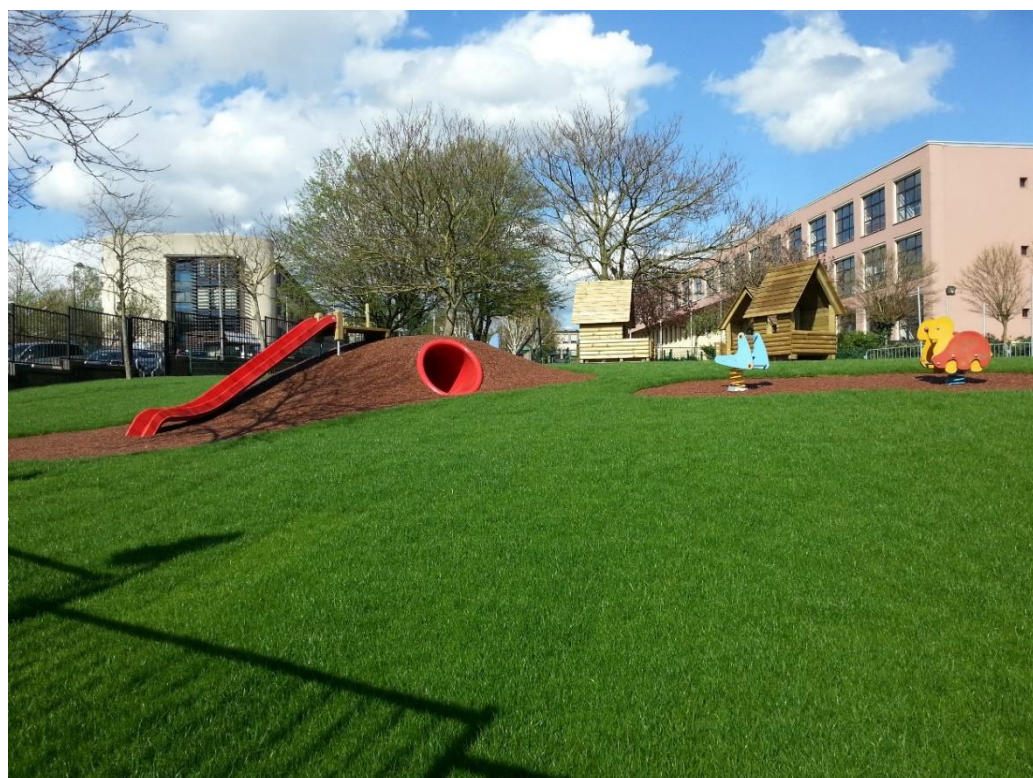
The amount of space available for children during break times is fundamental to ensuring the safety of children. There must be room to play and run ... but also space to remain calm or to walk.

We have greatly increased the space available. Now our pupils not only use the primary playground, but also, the basketball court, the small soccer field, the red ground (depending on the time) and sometimes the large soccer field.

### **Playgrounds**

The improvement has been consistent in recent years:

- New playground next to the basketball court.
- Creation of a green space with games for the little ones.
- A surface of 500 m<sup>2</sup> has been covered with recycled rubber that allows children to play in a clean and secure space.
- The old parking lot has been rearranged as a soccer field.
- Purchase of games for the P1 + P2 playground.





### European hours

"Living Together" workshops have been created at different levels. More details on the Parents- site.

### Quiet room

The quiet room is a special calming space open over the lunch break. Enrique EZQUERRA (The person in charge of conflict management) welcomes children who enjoy and benefit from a calm and quiet area, away from the noise and bustle of a primary school playground. The main goals of this room are to encourage pupils well-being in a calm, safe place as well as a conflict resolution space..

Mr EZQUERRA encourages reflection, behavioural management, as well as structured activities to facilitate the child's development and eventual inclusion in playing outside for part or all of the break time.

The quiet room is a necessity as with Mr EZQUERRA help children work through problems, arguments, and disagreements in a calm positive space. The staff and pupils benefit greatly from the quiet room as a space for inclusion, tolerance, and care.

### Exchanges with students



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In many classes, if necessary, students share with their teacher what they are experiencing at recess.

Each class of P4 and P5 has two representatives. Twice a year they meet the Deputy Director and the pedagogical coordinator to discuss several points relating to school life, enabling them to be active participants in their well-being.

### **Yellow angels**

Some P5 volunteer students help supervisors during the lunch break. They do not intervene directly in conflicts, they observe and warn supervisors. This exercise helps them to be more aware of how conflicts can arise and act responsibly.

### **Teacher training**

During the Pedagogical Day 2016 all the teachers and several supervisors were trained on "Prevention of Violence in the playground".

### **Parent Training**

This same training was offered by APEEE to parents via a parents information evening

### **Supervisors training**

Conflict management training for supervisors was organized.

Supervisors have clear instructions as to how to proceed in case of conflict, with some students in particular...

### **Supervisory meetings**

Meetings (Director + Psychologist + Support Coordinator + person responsible for Conflict Management + Supervisors) are held regularly to discuss the situation in the playground during the midday break.

### **Care team**

The Care Team (Director + Psychologist + LS Coordinator) continuously monitors LS students who are experiencing difficulties during recess.

### **Care team + parents + teachers: setting up action plans.**

Various personalized measures are put in place according to the needs of the children.



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### **Procedure in the event of an incident**

A rapid response to conflict is essential if the student is to understand the extent and consequences of his / her behaviour.

As soon as a conflict is reported:

1. The person in charge of conflict management **collects information** from the various stakeholders.
2. He writes a **report** of the conflict.
3. He speaks with the teachers of the pupils involved and discusses the **measures** to be taken.
4. If necessary, he consult the **care team**.
5. He suggests to the Director the disciplinary and / or educational **measures** to be taken.
6. The **director** makes a **decision**.
7. **Parents** and **teachers** are **informed**.
8. The next day the "**action plan**" is put in place.

Finally, the person responsible for conflict management monitors the evolution of the conflict.