# PASTORAL - PREVENTIVE PROGRAMME 2026/2027

## *British International School Gdańsk*

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# 1. Preamble

**The pastoral preventive** program implemented at the BISG Elementary School and High School includes educational content and activities, as well as preventive content and activities tailored to students' developmental needs. These are prepared based on an assessment of the needs and issues presented in the school community and are directed at students, teachers, and parents.

The Educational and Preventive Program is adopted within the general resolutions and laws and is based on:

- the Constitution of the Republic of Poland
- the Universal Declaration of Human Rights
- the Convention on the Rights of the Child
- The Act of December 14, 2016, on Education Law (Journal of Laws of 2017, item 59), Article 10(1)(5), Article 26(2), Article 78, Articles 98–99.
- The Act of July 29, 2005, on Counteracting Drug Addiction
- The Charter of the British International School Gdańsk—Elementary School and High School,
- Regulation of the Minister of National Education of August 18, 2015, on the scope and forms of conducting educational, informational, and preventive activities in schools and educational institutions to combat drug addiction
- Regulation of the Minister of National Education of February 14, 2017, on the core curriculum for preschool education and the core curriculum for general education
- National and domestic programs, as well as the British National Curriculum in the area of prevention and health promotion (PSHE, Personal, Social, and Health Education).
- Regulation of the Minister of National Education and Sport of August 9, 2017, on the rules for providing and organizing psychological and pedagogical assistance in schools
- Regulation of the Minister of National Education dated August 18, 2015, on the scope and forms of conducting educational, informational, and preventive activities in schools and educational institutions to combat drug addiction, (Journal of Laws of August 28, 2015, item 1249).

## 2. Introduction

The BISG School Complex consists of modern institutions whose uniqueness is guaranteed by an international student body and faculty representing over 40 nationalities. Our experience and commitment to our work enable us to fully implement the school's educational philosophy, developed jointly by parents, students, and teachers.
Starting in September of this school year, the class locations have changed: grades 1–7 of the BISG Elementary School are located on Tysiąclecia Street in Przymorze, and grades 8–12 on Legionów Street in Wrzeszcz. We are an international school that has successfully achieved accreditation for the IB (International Baccalaureate) program, offering high school classes under this program: Grade 1 (9th grade) and Grade 2 (10th grade), as well as Grade 3 (11th grade) and Grade 4 (12th grade).

Currently, over 350 students attend our school. The children attending our school come from families that are diverse in terms of culture, nationality, and parenting styles. Most children are raised in traditional families under the care of at least one biological parent, while maintaining active contact with the other parent. The material well-being of the children at BISG is at a very high level.

The intellectual level, knowledge, skills, and—above all—the common language of our students vary greatly. There are students who achieve very good and good academic results, as well as students with a wide range of interests, which they develop through extracurricular activities both at school and outside of it. Those with musical, vocal, dance, artistic, theatrical, literary, and athletic talents enrich school events and celebrations. They participate in numerous contests, competitions, and subject-based academic competitions, achieving high rankings in competitions at the school, city, provincial, national, and international levels. There is also a group of students who achieve lower academic results and face learning difficulties. Additionally, there is a group of children who require assistance in learning English—which is the language of instruction at BISG—and Polish, due to their background. At school, they can also participate in extracurricular, non-mandatory activities, such as clubs.

Although the process of raising the younger generation takes place primarily within the family, it requires significant involvement from the school. The school's educational activities, as defined by its preventive and educational program and its curriculum, are designed to ensure that students develop a specific set of characteristics and attitudes and to facilitate their comprehensive intellectual, emotional, and social development. To achieve this goal, the school implements a program developed based on an assessment conducted at the school.

## 3. Assessment of the School Environment

The school's educational and preventive program was developed based on an assessment of the needs and problems present in the school community.

- The program is aimed at students, teachers, and parents.
- The assessment of the school environment included students, teachers, and other school staff.

The assessment is based on:

a) conversations with students and observations of students,

b) information gathered from students and teachers through surveys,

c) information from other school staff,

d) identification of of problems, difficulties, and needs of students by teachers, homeroom teachers, the school psychologist, and the special education teacher

e) an analysis of documents prepared by the psychologist and homeroom teachers.

The assessment was developed by designated homeroom teachers, with support from the school psychologist. Homeroom teachers, teachers, and students provided suggestions for actions for the following year in their evaluation surveys.

### 3.1 Evaluation

*The evaluation of the program is in accordance with the school's charter. Changes may be implemented based on the school's needs, as determined by monitoring student behavior and the conclusions drawn therefrom.*

The effectiveness of the above educational and preventive measures will be evaluated based on: ongoing, direct feedback and teacher observations, surveys conducted among various members of the school community, the exchange of information with students' parents,

records in the documentation, innovations and action plans, periodic analysis of the educational situation, and reports on the activities carried out.

The results of the evaluation are intended to assess the outcomes and effectiveness of the activities outlined in the schedule and carried out during the school year by homeroom teachers, subject teachers, specialists, and students at this school.

The information obtained will enable systematic, ongoing improvement of these activities to ensure they address the current needs of the students.

The evaluation team responsible for the school's educational and preventive activities conducts evaluation studies according to a developed plan.

**Objective:**

**a.** to assess the risks and problems faced by students, as well as the school's needs regarding educational and preventive activities,

**b.** updating, as the school situation changes, the methods, means of intervention, and types of extracurricular activities, in accordance with education law and the school's organizational structure,

**c.** to seek out and establish cooperation with relevant public and educational institutions and nongovernmental organizations; to provide educational support to the Teaching Council; and to provide support to parents in accordance with the school's identified needs regarding educational and preventive activities.

**Research methods, monitoring, and evaluation tools:**

- school documents,
- minutes from Teachers' Council meetings,
- minutes from subject team meetings,
- school psychologist's records,
- observations, email correspondence

- accident log,
- "student tracking" document
- mid-year and annual reports from homeroom teachers,
- surveys, interviews, and conversations conducted with students, parents, teachers, and school staff,
- analysis of student work,
- the school's website.

### 3.2 Description of the Evaluation and Main Findings

An evaluation survey for the prevention and educational program was conducted at the British International School in Gdańsk in June 2026. It was administered anonymously online, with care taken to adapt the language to the students' respective grade levels. The questions were designed to identify current needs as well as protective factors and risks, which served as the basis for this year's recommendations for the prevention and educational program regarding the level of safety at school and online, the quality of students' interactions at school, ways to cope with stress and difficult emotions, and addiction prevention.

An overall increase in the sense of safety at school and greater awareness of available support (homeroom teachers, subject teachers, school psychologist) were noted in grades 4–11. This trend did not extend to grades 1–3, which showed a significantly lower percentage of students aware of the school psychologist's presence. This may be due to the early stage of their educational journey and the fact that, at this stage, most issues are resolved by the homeroom teacher. Responses from grades 1–3 indicate a high level of In grades 4–5, there was a decrease in the percentage of students experiencing stress or anxiety related to school. High school students in grades 9–12, on the other hand, reported higher levels of difficulty sleeping and anxiety related to school. Most students in grades 4–11 state that the school has taken appropriate steps regarding addiction prevention and substance use. In most grades 4–11, students' reports indicate an increase in online incidents that may indicate aggression toward them, such as being called names online. Another

recommendation resulting from the evaluation is the need to pay greater attention to student-teacher relationships.

The diagnosis and evaluation have identified protective factors and risk factors within the school environment.

**Protective factors** are individual characteristics of students and the social environment whose presence strengthens students' overall health potential and increases their resilience to risk factors.

**Risk factors** are individual characteristics of students and the social environment that are associated with a high likelihood of problematic behaviors that pose a threat to health, safety, and proper social functioning.

Based on the assessment, protective factors and risk factors present in elementary school were identified.

| Protective Factors | Risk Factors |
|---|---|
| **The ability to receive support from homeroom teachers, other teachers, and the school psychologist, as well as awareness of this support's availability** | **Stress, anxiety, and other psychological symptoms experienced by a large group of students, including difficulty sleeping** |
| **A high sense of safety at school** | **Peer conflicts** |
| **Good learning conditions (facilities and equipment) and opportunities for students to pursue their interests** | **Exposure to online risks** |
| **Good overall relationships within the classroom** | **Weakening of student-teacher relationships in upper grades** |
| | |

*Conclusion from the assessment: The school's strengths include accessible adult support and a sense of safety—the program leverages these resources (Chapter 6, mental and physical well-being), while the three main risk areas (stress/mental health, peer relationships, and digital safety) define the three pillars of the prevention goals in Chapter 4.*

## 3.3 Content of the school prevention program

**Objectives of the educational and prevention program:**

**1)** collaborating with students' parents or guardians to foster a pro-health attitude and a healthy lifestyle;

**2)** shaping a hierarchy of values in which health is among the most important values in life;

**3)** strengthening a sense of national identity and attachment to national history and traditions, as well as preparing and encouraging students to take action for the benefit of the school and local communities, including engaging in volunteer work;

**4)** strengthening students' bonds with the school and the local community;

**5)** fostering a friendly atmosphere at school, building healthy peer relationships as well as relationships between students and teachers, homeroom teachers, and parents or guardians, including strengthening bonds with peers, teachers, and homeroom teachers;

**6)** improving the skills of teachers and homeroom teachers in building personal relationships with students and their parents or guardians, as well as in facilitating group work with students;

**7)** strengthening the educational competencies of teachers and parents or guardians;

**8)** developing and supporting volunteer activities and involvement in associations and organizations;

**9)** supporting peer education and peer programs aimed at fostering pro-health and pro-social attitudes;

**10)** fostering respect for the natural environment, including promoting knowledge of the principles of sustainable development, motivating students to take action to protect the environment, and developing an interest in ecology;

**11)** expanding the knowledge of teaching staff regarding the implementation of school-based prevention programs: participation in courses and training sessions, and familiarization with professional literature;

**12)** developing common rules and intervention procedures applicable at the school;

**13)** organizing initiatives that support students' psychosocial development through: appropriately themed classes with homeroom teachers, as part of the school psychologist's work, undertaking health-promoting and eco-friendly activities, conducting classes that support the development of students in the first and second stages of education, organizing psychological and pedagogical support, and ongoing work with students;

**14)** establishing cooperation with institutions that support the school in carrying out preventive measures, in particular with the Police, City Hall, Municipal Police, the Court, the Psychological and Pedagogical Counseling Center, the Sanitary and Epidemiological Station, and
specialized counseling centers, and teacher training institutions;

**15)** collaborating with parents by organizing meetings, consultations, and joint activities aimed at the school's development;

**16)** Involving students and the school in local prevention-oriented initiatives; encouraging student participation in contests, meetings, and projects organized by local institutions that collaborate with the school; encouraging students to take responsibility for their involvement in school activities, for example, through participation in the student government—"Student Council"

**17)** implementing the specific requirements outlined in the core curriculum regarding issues related to prevention;

**18)** implementing strategies for educational, preventive, and intervention measures targeting children and adolescents at risk of addiction

**Preventive efforts at school consist of carrying out activities in the areas of universal, selective, and indicated prevention.**

- Universal prevention involves supporting all students and pupils in their healthy development and healthy lifestyle, as well as taking actions aimed at reducing risky behaviors regardless of the level of risk associated with their use of substances
- Selective prevention involves supporting students and pupils who, due to their family or social circumstances or biological factors, are at a higher risk of

developing risky behaviors

- Indicative prevention involves supporting students and pupils in whom early signs of substance use or other risky behaviors have been identified, but who have not been diagnosed with disorders or illnesses requiring treatment.

**Information activities**—implementation of universal prevention

Objective—to provide knowledge and information regarding:

- the specifics of child development
- students' academic difficulties
- school rules and procedures
- extracurricular activities
- contemporary and environmental risks
- the effects of risky behaviors and their legal consequences
- effective methods for conducting educational and preventive activities related to countering the use of psychoactive substances
- specialized support services available to students and their parents.
- information about school life included in the school newsletter

**Activities aimed at parents:**

- consultations,
- information boards, newsletters
- a Google Drive folder with preventive and educational materials for parents
- Parents' access to the school newsletter

**Activities for teaching staff:**

- workshops, lectures as part of external and internal training programs
- familiarization with professional literature,
- familiarization with regulations and laws

**Educational activities**—implementation of universal and selective prevention programs.

Goal:

- shaping and developing life skills related to: important psychological and social skills, taking care of one's own health, interpersonal communication, functioning in the roles of a child, student, and peer, integrating into the classroom and school, building self-esteem, self-control, coping with difficult situations (stress, violence, conflicts, etc.), recognizing and expressing one's own emotions, ways to calm down, critical thinking, and self-expression through art and physical activities
- expanding the knowledge of parents and teachers regarding normal development and mental health disorders in children and adolescents, recognizing early signs of substance abuse and the use of psychotropic substances, self-harm, prescription drug abuse, preventing such use, and implementing school-based preventive interventions; raising awareness of the harmful effects of excessive use of information and multimedia technologies.

**Activities aimed at parents:**

- meetings, lectures, and consultations designed to provide relevant knowledge and develop parenting and educational skills
- providing phone numbers and addresses of specialized facilities, institutions, and associations,
- recommending professional literature to help resolve difficulties,
- identifying appropriate behavioral models.

**Activities for teaching staff:**

- participation in courses, training sessions, workshops, seminars, and discussions; familiarization with professional literature;
- maintaining contact with employees of the Police, the Psychological and Pedagogical Counseling Center, the Court, and the Municipal Police.

The school recognizes the importance of helping others outside our community, and every year we hold fundraisers and collect donations for charitable causes.

To ensure that lessons are age-appropriate and delivered consistently throughout the school, the curriculum is reviewed each semester. This review includes monitoring lesson plans, classroom observations, and training for all staff.

**We collaborate with institutions and organizations that support the school's work:**

- City Hall
- the Municipal Police Headquarters
- the Municipal Police
- Psychological and Pedagogical Counseling Center No. 4
- Specialized Counseling Centers
- SANEPID
- GWO Academy
- The school's participation in the "Common Sense School – Digital Citizenship" program. Our school holds the "Common Sense School" certification, which means it has implemented the principles of the Digital Citizenship program, aimed at fostering a broad discussion about students' interactions in the digital world and promoting the effective and appropriate use of screens.
- The PSONI Early Intervention and Development Support Center (Polish Association for People with Intellectual Disabilities, Gdańsk chapter
Gdańsk)
- Parents giving presentations related to their professional activities

In order to improve social skills, health and environmental awareness, and to promote volunteerism, the school carries out a number of internal, regional, and national campaigns and initiatives.

## 4. Implementation Plan for Pastoral and Preventive Activities based on the main and specific objectives for each educational stage

The tables below—one for each educational stage (1–3, 4–7, 8–12)—show the complete sequence: Area → Main objective and specific objective → Action → Success indicator → Person responsible → Deadline.
Each row represents one area of educational and preventive work at a given stage.

### 4.1. Grades 1–3

| Area | Main Objective and Specific Objective | Action | Success indicator | Person in Charge | Deadline |
|---|---|---|---|---|---|
| **Physical Safety and Mental Health** | **Developing emotional regulation techniques** Specific objective: Recognizing basic emotions, using simple calming techniques, and expressing difficult feelings without aggression. | Team-building games; lessons on emotions; relaxation techniques; workshops on recognizing anger (story therapy); calming corners in classrooms; breathing exercises | Number of fairy tale therapy sessions conducted; creation of calming corners in classrooms | Teachers, Homeroom Teachers, Psychologist, School Counselor | PSHE and subject-specific classes, throughout the year |
| | | Training in recognizing anger and frustration (fairy tale therapy); education on students' rights and responsibilities at school | Observation: the student applies the learned techniques in a situation involving anger | | |

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|---|---|---|---|---|---|
| **Digital Safety and Wellness** | **Introduction to the basics of digital safety and online security**<br>Specific objective: Developing the habit of maintaining a balance between screen time and offline time, and understanding data protection rules. | Rules for using devices; class agreement on screen time; implementation of the "Digital Citizenship" program; [phone module] screen-free fun—yard game tournaments; morning ritual for safely putting away devices | Signing screen agreements in all grades 1–3; student participation in phone-free games and activities | Teachers, Homeroom Teachers, Psychologist, School Counselor | All year |
| **Adjustment, relationships, and school climate** | **Safe adjustment**<br>Specific objective: Integrating the class group, learning and following school rules, and identifying adults who can provide support at school. | Homeroom lesson: "Our Class Code—We Create Rules Where Everyone Feels Comfortable"; "Who's Who at Our School? A Map of People Who Will Always Help You," field trips, and team-building outings | 100% of grades 1–3 have a written code of conduct; a decrease in the number of violent incidents during recess; the number of field trips and outings completed | Teachers, Homeroom Teachers, Psychologist, School Counselor | PSHE and subject-specific classes |

### 4.2. Grades 4–7

| Area | Main Objective and Specific Objective | Activity | Success Indicator | Person in Charge | Deadline |
|---|---|---|---|---|---|

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|---|---|---|---|---|---|
| **Well-being and mental health** | **Building students' resilience**<br>Specific objective: Discovering one's own strengths, developing assertiveness, constructively resolving conflicts, and seeking help in difficult situations. | Workshops titled "How to Manage Stress Before a Test"; assertiveness training; implementation of the Trust Box; sports tournaments; formation of peer-support groups | Number of reports received via the Trust Box and interventions undertaken; increased use of peer mediation | Teachers, Homeroom Teachers, Psychologist, School Counselor | PSHE and subject-specific classes, throughout the year |
| **Digital safety and hygiene (including a ban on cell phone use)** | **Expanding on topics related to digital well-being and critical analysis of online content, including AI-generated content**<br>Specific objective: Developing critical thinking regarding online information (fake news, AI), countering hate speech in chat rooms, and promoting healthy sleep habits. | Hate speech vs. criticism; fake news; the FOMO phenomenon; implementation of the "Digital Citizenship" program; lessons on netiquette; workshops on recognizing online manipulation; [phone module] workshops on coping with boredom; "Board Game Days" | Decrease in cyberbullying incidents reported to homeroom teachers | Teachers, Homeroom Teachers, Psychologist, School Counselor | All year |
| **Adjustment, relationships, and school climate** | **Prevention of peer violence incidents**<br>Specific objective: Strengthening relationships within the classroom<br>Strengthening the role of the class | The KIWI Program, team-building activities, Activities using active learning methods (e.g., simulation games, emotion circles), focused on discovering one's strengths, building empathy, and breaking down group divisions. | | Teachers, Homeroom Teachers, Psychologist, School Counselor | All year |

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|---|---|---|---|---|---|
| | group in responding to difficult situations | Group projects and challenges (team building): Tasks requiring close cooperation from the entire class (e.g., organizing a school event, a joint community project). **Homeroom sessions in the form of "Restorative Circles":** Introducing a regular discussion component into the school day, where every student has the space to speak without judgment and share how they feel in the classroom | | | |
| | **Strengthening student–teacher relationships**<br>Specific objective: Building an atmosphere of trust and mutual respect,<br><br>Practicing constructive communication and openly reporting difficulties. | Regular student meetings and debates (e.g., Student Council); appointing a Student Rights Advocate; student vs. teacher competitions | Appointing a Student Rights Advocate and training a group of peer leaders; a decrease in the number of negative comments regarding a lack of respect in relationships | | |

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|---|---|---|---|---|---|
| **Learning and educational and professional identity** | **Strengthening self-directed learning skills** | Creating individual learning plans; memorization techniques and mind maps; project-based work | Having a learning plan; a completed group project | Teachers, Homeroom Teachers, Psychologist, School Counselor | All year |

### 4.3. Grades 8–12

| Area | Main Objective and Specific Objective | Action | Success Indicator | Person in Charge | Deadline |
|---|---|---|---|---|---|
| **Well-being and mental health** | **Strengthening strategies for coping with psychological difficulties** | Preventing psychological difficulties through daily monitoring, conversations, and mindfulness training; providing emotional first aid; Implementation of PSHE topics related to well-being, dedicated workshops targeting specific Trust Mailing List; Peer Support Program | Implementation of planned activities; number of students participating in the Peer Support Program; reports submitted via the "Trust Mailing" | Teachers, Homeroom Teachers, Psychologist, School Counselor | Throughout the year |
| **Digital Safety and Well-being** | **Expanding on topics related to digital well-being and critical analysis of online content, including AI** | Ethical use of AI; gaming addiction; online image; [mobile phone module] workshops on FOMO and regaining control over one's time; | Conducting classes and workshops; | Teachers, Homeroom Teachers, Psychologist | Throughout the year |

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|---|---|---|---|---|---|
| | Specific objective:<br><br>Developing critical thinking regarding online information (fake news, AI), | Implementation of the Digital Citizenship program | creating separate zones | , School Counselor | |
| | Combating online hate in chat rooms and sleep hygiene | | | | |
| **Self-regulation, learning, and educational and professional identity** | **Shaping identity and future educational paths**<br><br>Specific objective: Self-awareness in the context of career choice | Career counseling sessions; workshops on goal setting using the SMART method; lessons on time management and mind mapping | 100% of students in the highest grade levels covered by career counseling; individual development plans developed | Teachers, Homeroom Teachers, Psychologist, School Counselor | All year |
| | Developing skills in time management, coping with exam stress, and goal setting. | | | | |
| **Prevention of risky behaviors and addictions** | **Prevention of addictions and risky behaviors**<br>Specific objective:<br><br>Raising awareness about the mechanisms and consequences of chemical and behavioral addictions, | Where do addictions come from? The causes of addiction and its most common forms—how to recognize them?; legal education; peer pressure; meetings with representatives of law | Conducting the planned prevention and legal education sessions; organizing a school-wide | Teachers, Homeroom Teachers, Psychologist, School Counselor | PSHE, Health Education |

| | | | | | |
|---|---|---|---|---|---|
| | Strengthening assertive behaviors. | enforcement agencies (e.g., Police, Municipal Police); workshops on coping with peer pressure; debates on the effects of substance use | information campaign | | |
| **Preventing frustration and conflicts** | **Strengthening student–teacher relationships**<br><br>Specific objective:<br><br>Building an atmosphere of trust and mutual respect,<br><br>Practicing constructive communication and openly reporting difficulties. | Appointing a Student Rights Advocate, Enhancing students' sense of agency through opportunities such as joint sports tournaments between teachers and students,<br><br>Establishing a Student Council | Participation in workshops; observation of the facilitator | Teachers, Homeroom Teachers, Psychologist, School Counselor | All year<br><br>September |
| | **Prevention of peer violence incidents**<br><br>**Specific objective:**<br><br>Strengthening relationships within the classroom<br><br>Strengthening the role of the class group in responding to difficult situations | The KIWI Program, team-building activities,<br><br>Classes using active methods (e.g., simulation games, emotion circles), focused on discovering one's strengths, building empathy, and breaking down group divisions. | | | All year |

| | | | | | |
|---|---|---|---|---|---|
| | | Group projects and challenges (team building): Tasks requiring close cooperation from the entire class (e.g., organizing a school event, a joint community project).<br><br>**Homeroom sessions in the form of "Restorative Circles":** Introducing a regular opportunity for discussion within the daily routine, where every student has a space to speak without judgment and share how they feel in the classroom | | | |

## 5. Organizing school breaks and providing psychological and pedagogical support during the implementation of the ban on cell phone use at school

The class schedule (Chapters 4–5) is supplemented by activities carried out outside of class—during breaks and in the form of ongoing psychological and pedagogical support—aimed at preventing frustration and strengthening a sense of safety (protective factors, Chapter 3).

### 5.1. Organizing School Breaks

Objective: To prevent frustration through alternative activities tailored to the students' age.

| Stage | Zone | Activities |
|---|---|---|
| **Grades 1–3** | Movement and Creativity Zones | Organizing outdoor and hallway spaces: floor games (hopscotch, Twister, sensory paths), sports equipment (balls, badminton), playground |

| | | |
|---|---|---|
| **Grades 4–7** | Game and Competition Zones | Providing games and creating spaces for fast-paced, engaging social games (e.g., Dobble, Jenga, Uno); sensory toys, foodball and table tennis tables in common areas, school playground |
| **Grades 8–12** | Relaxation and Independence Zones | Creating relaxation zones (beanbags, lounge chairs) as places for casual conversation, sensory toys, ping-pong areas, and sports fields |

*Pursuant to the Act of July 3, 2026, amending the Education Law, both school buildings enforce a policy prohibiting the use of cell phones during instructional time, which is described in greater detail in separate school regulations on this matter. In elementary school classrooms, there are boxes with numbered compartments for cell phones; in grades 8–12, students use lockers that can be locked with a key.*

## 6. Schedule of Activities by Area of Student Development—Tasks, Responsible Persons, Deadlines

The schedule below expands on Chapter 4 by providing a set of preventive and educational activities offered by the school and tailored to each area of student development.

The schedule below details the implementation of the objectives from Chapters 4–5, assigning specific tasks, responsible persons, and deadlines across the three areas of student development: intellectual, psychological-physical, and social.

### 6.1. Intellectual Development

| Area / Sphere | Activities | Responsible Persons | Deadline |
|---|---|---|---|
| **Education and Equal Opportunity** | Implementation of the new core curriculum and expanded curricula | Teachers | All year |
| | Organizing support for students with learning difficulties: remedial classes, supplementary subject classes, and elective courses for high school seniors | Teachers, Homeroom Teacher, Psychologist, | All year |

| | | | |
|---|---|---|---|
| | | Special Education Teacher | |
| **Development of Interests** | Organizing trips to the movies, museums, art galleries, exhibitions, and meetings with interesting people | Subject teachers, homeroom teachers | As needed |
| | Organizing themed contests at the school level and preparing students for extracurricular contests and academic competitions | Subject teachers | All year / as per the work plan |
| | Encouraging students to use the School Library's resources and participate in library activities independently and regularly | Homeroom teachers, Library | All year |
| **External exams** | Familiarizing students with the rules and procedures for external exams, conducting practice exams | Teachers, Homeroom Teachers Administration | September, November, March |
| **Psychological and Pedagogical Support** | Implementing the recommendations contained in the reports and opinions of the psychological and educational counseling center; providing support for students with special educational needs | Teachers, Psychologist, Special Education Teacher | All year |
| **Career counseling** | Organizing meetings with interesting people, including career counselors, to facilitate career choice and professional development | Homeroom teachers, Career counselor, Psychologist | Throughout the school year |
| **Motivating students** | Rewarding students who excel academically or in other areas within individual classes or age groups, formative assesment | Principal, Teachers | June<br>WHole year |
| **Collaboration with parents** | Workshops and lectures for parents: meetings with representatives of social institutions, prevention programs, and thematic workshops on care and upbringing | Class Teachers, Psychologist | Throughout the year as needed |
| | Regular meetings with parents: familiarization with school documentation (School Charter), | Homeroom teachers | According to the school's work plan |

| | | | |
|---|---|---|---|
| | information on academic progress and attendance, individual meetings | | |
| **Student attendance** | Monitoring the number of unexcused absences; implementing procedures to address high student absenteeism | Principal, Homeroom Teachers, School Psychologist, Teachers | All year |
| | Monitoring attendance and intervening promptly when necessary; individual meetings with students who attend classes irregularly and their parents | Homeroom teachers | All year |
| | Familiarizing students with the behavior grading system and subject grading criteria; consistently requiring students to be familiar with the material covered in classes they missed | Homeroom teachers, Teachers | As needed |
| | Encouraging parents to participate in class and school life | Homeroom teachers | During meetings |
| **Educational competencies of staff** | Improving the professional qualifications and educational skills of teachers and homeroom teachers; participating in courses and training on intervention skills, including sharing knowledge with other teachers | Teachers and homeroom teachers | According to the WDN plan / training schedule |

## 6.2. Mental and physical well-being

| Area / Sphere | Actions | Responsible Persons | Deadline |
|---|---|---|---|
| **Addiction Prevention** | Conducting preventive information and educational activities on addiction: films, workshops, prevention programs, and public awareness campaigns | Psychologist, Homeroom Teachers | According to the homeroom schedule |
| | Conducting classes on delinquency, juvenile criminal responsibility, and the consequences of addiction | Social Studies Teacher, Homeroom Teachers | October |
| | Adherence to procedures for addressing risks related to drug addiction, alcoholism, etc. | Homeroom teachers, psychologist, | Throughout the year |

| | | | |
|---|---|---|---|
| | | special education teacher | |
| | Classroom sessions on the harmful effects of substances | Homeroom teachers | According to the homeroom schedule |
| **School Safety** | Ensuring safety and order through teacher supervision duties, including in the hallways, the coatroom, and at the school entrance | Principal, Teachers | Throughout the year according to the duty schedule |
| **Health Education** | Raising awareness of the consequences of eating disorders | Biology Teacher, Psychologist | According to the class schedule |
| **External collaboration** | Collaboration with the Police and the Psychological and Pedagogical Counseling Center | Psychologist, Homeroom Teachers, Special Education Teacher | As needed |
| **Digital hygiene** | Teaching responsible use of social media, internet safety education, Digital Citizenship Program | Homeroom Teachers, Computer Science Teachers, Psychologist | In class |
| | Providing knowledge about the use of AI and the risks associated with it; preventing overreliance on AI when completing school assignments | Homeroom teachers, Teachers | In class |
| **Physical Activity and Hobbies** | Encouraging students to participate in extracurricular activities to develop personal passions and interests; spending free time actively | Homeroom teachers, Physical education teachers | Throughout the year |

### 6.3. Social sphere

| Area / Sphere | Activities | Responsible Persons | Deadline |
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| **Student Rights and Responsibilities** | Familiarizing students with the rights and responsibilities outlined in the School Charter | Homeroom Teachers | September |
| **Volunteer Work and Pro-Social Attitudes** | Participation in the life of the local community and raising awareness of its problems; promoting the idea of volunteering; charitable activities (fundraisers, food drives, clothing drives, and toy drives); high school students putting social values into practice through the coLAB extracurricular clubs | Student Council Advisors, Homeroom Teachers | According to the work plan |
| **Patriotic attitudes** | Organizing and participating in special events: Independence Day, the adoption of the Constitution of May 3 | Principal, Teachers, Homeroom Teachers | According to the plan and calendar of events |
| **School integration** | Organizing school-wide events: National Education Day, Valentine's Day, Women's Day, Spring Day, Children's Day / Sports Day, and others as needed | Student Council, Subject Teachers | According to the Student Council's work plan |
| | Organizing class Christmas parties, nativity plays, St. Nicholas Day celebrations, and Easter egg hunts—to enhance safety and foster social bonds | Homeroom teachers, subject teachers | As per the plan |

## 7. The School's Vision and Mission

BISG's vision is to enable students to receive the best international education, which will equip them with the knowledge, skills, and character to lead positive, successful lives in today's and tomorrow's world.

BISG's mission is to enable students to develop their individual potential through an inspiring curriculum that is both academically challenging and creatively enriching.

**In addition:**

- we provide every student a diverse range educational opportunities, delivered in a safe and friendly environment,
- we promote the development self-discipline, intrinsic motivation, and the pursuit of excellence in the learning process;
- we care for the well-rounded development of our students' personalities and prepare them to cope with cultural, social, and economic changes,
- we undertake activities that foster a sense of cultural and national identity while maintaining respect for others,
- we enable the development of emotions, will thinking and creative action based on a humanistic model of personality,
- we support the development of an attitude of dialogue, listening to others, and cooperation in society,
- we use monitoring to increase students' sense of safety at school

### 7.1 Graduate Profile

The values we strive to uphold and want our students to develop are closely aligned with the "IB Learner Profile" philosophy. In line with the IB philosophy, we shape young people who are responsible, empathetic, and eager to learn continuously, enabling them to build a better future for themselves and their communities.

A graduate of our school is a person who is guided by values and develops their strengths to successfully meet the challenges of the modern world.

**A graduate of the British International School is:**

I. **Inquisitive and engaged in the learning process**—They actively seek knowledge, ask questions, and solve problems creatively. They view learning as a lifelong process that extends beyond the school walls.

II. **Applies knowledge in practice**—They combine the information they have acquired with practical application.
Understands that knowledge has value when it is applied to analyze complex problems and making informed decisions. Is able to think critically and draw conclusions.

III. **Open to diversity**—Respects other cultures, views, and traditions. Is sensitive to the needs of others and can communicate and collaborate with people
from diverse backgrounds. They are committed to understanding other perspectives.

IV. **Aware of their emotions and decisions** – They understand how their actions affect others. They take responsibility for their choices and care for their physical
and mental health. He is able to handle challenges in a balanced and ethical manner.

V. **Communicative and self-confident**—Effectively expresses thoughts, ideas, and feelings in various forms—written, spoken, and visual. He is able to listen to others
and values their contributions, which allows him to build lasting and positive relationships.

VI. **Willing to take risks in their development** – They approach new challenges with courage and are not afraid to make mistakes, viewing them as opportunities to learn. He is open to innovation and unconventional solutions.

VII. **Uses principles as a guide** – Acts with integrity, guided by empathy and fairness. Understands that their attitude matters and impacts the well-being of the entire community.

VIII. **Balanced and harmonious**—He maintains a balance between the various aspects of his life: intellectual, emotional, physical, and social.
He knows that taking care of himself is essential to being able to effectively work for the benefit of others.

IX. **Reflective and self-aware** – They systematically analyze their strengths and weaknesses. They are able to assess their progress and set goals for the future to

continuously improve themselves.

X. **Caring and socially engaged** – Shows empathy and compassion toward others. Works for the benefit of local and global communities by taking steps to improve living conditions and protect the environment.

One of our school's formal documents—the so-called BISG Student Behavior Policy—is intended to help monitor their development in this area; it outlines the indicators and goals for the values mentioned above.
According to this policy, BISG students:

**Are respectful young people because they:**

- ➢ show equal respect to the administration, teachers, teaching assistants, support teachers, and staff follow the instructions of teachers and other staff members
- ➢ are courteous, polite, and display good manners
- ➢ show respect by listening when others are speaking

**Their sense of responsibility is demonstrated by the fact that:**

- ➢ they resolve problems in a positive way and seek to resolve conflicts rather than escalate them
- ➢ they express their feelings in a constructive way
- ➢ they have good manners
- ➢ they are accountable for their actions and decisions
- ➢ they treat others the way they would like to be treated

**They look out for their own safety and that of others because:**

- ➢ they take care of textbooks, classroom materials, and school equipment
- ➢ follow guidelines for using technology, including on personal devices
- ➢ clean up after themselves and dispose of trash in the appropriate bins after lunch
- ➢ they bring only healthy drinks and snacks to school—no soda or candy
- ➢ they have their own water bottle to stay well-hydrated throughout the day;
- ➢ take care of library books and return them on time
- ➢ respect school publications, including bulletin boards and artistic/academic work

**They strive to integrate with other students:**

- ➢ take the initiative to include children with different abilities, nationalities, and cultural backgrounds in activities, social situations, and games
- ➢ respond to social challenges and conflicts among peers in a mature and courteous manner and (if necessary) seek an adult's help while attempting to resolve the situation on their own
- ➢ communicate with one another in English, which is the common language for all students at BISG

## 8. Plan for the implementation of pastoral and preventive measures, and a calendar of health promotion and mental health initiatives.

The school lists important dates throughout the year that allow students to address issues arising around the world.

### Calendar of Health Promotion and Mental Health Prevention Events

| Date | Event | Objective |
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| **September** | • Friendship Month—integration of the school community at the beginning of the school year<br>• Happiness Week at School: Meetings between parents and homeroom teachers<br>• Team-building field trips<br>• "International Week"—a week celebrating interculturalism | • Students reunite after summer break and get to know their new classmates<br>• Activities and assemblies aimed at integrating the school community<br>• Celebrating Friendship<br>• Emphasizing respect for different cultures and a willingness to share various traditions |

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| **October** | • October : Mental Health Awareness Month<br>• Teachers' and School Staff Day<br>• World Mental Health Day<br>• Programming Week<br>• School Talent Show<br>• Pumpkin Festival | • Celebration of World Mental Health Day, combined with workshops aimed at promoting mental health among children and adolescents<br>• Raising awareness of the risks associated with internet use Introducing programming as an interesting and enriching hobby<br>• Sharing talents and showcasing them to the school community |
| **November** | • Nov. 1: All Souls' Day<br>• November 11—Independence Day<br>• St. Andrew's Day<br>• International Multiplication Table Week | • Fostering Respect for Past Generations and Traditions<br>• Visits to the cemetery<br>• St. Andrew's Day traditions, games, and activities |
| **December** | • Promoting Charity Christmas bazaar to benefit those in financial need<br>• Celebrating Christmas traditions—nativity plays, class Christmas Eve celebrations<br>• Month of Kindness organized by the Student Council<br>Charity soccer tournament with parents<br>Gingerbread baking<br>• Christmas carol concert | • United Nations International Day of Persons with Disabilities webpage: http://www.un.org/en/events/disabilitiesday/<br>• Raising awareness about people with disabilities and those in need, and their role in society Fostering kindness toward one another<br>• Celebrating holiday traditions together and creating a festive, friendly atmosphere |
| **January** | • School volleyball matches | • Team Physical Activities<br>Celebrating family bonds |

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| | Grandparents' Day<br><br>● STEM Project (Science,<br>● Technology, Engineering, Mathematics)<br>● The "Humanities" Project | ● Developing skills in the natural sciences with an emphasis on their practical aspects, encouraging children to take an interest in these subjects<br><br>● Fostering an interest in the humanities, such as history |
| **February** | ● February 23—National Day to Combat Depression<br><br>● Valentine's Day, Valentine's Day party for students Ski trip for students in grades 6–10<br>● Film Festival<br>● Career Week | ● "Faces of Depression" Campaign<br>● Introducing students to the definition of depression, its symptoms, and treatment options<br>● Workshops aimed at building resilience to stress and finding ways to cope with it<br>● Integrating students through school events and field trips |
| **March**<br><br>**April** | ● World Neurodiversity Days<br><br>● April 6—International Day of Sport for Development and Peace<br>● April 22—Earth Day<br>● Music, Art, and Theater Week<br>● Pi Day<br><br>● Polish Film Classics | ● Campaign to Raise Awareness About the Autism Spectrum and Neurodiversity Discussions on Differences Among People, Acceptance, and Tolerance<br>● Earth Day—promoting environmental awareness and encouraging eco-friendly behavior Developing artistic interests<br>●<br>● Introducing students to cultural heritage |
| **May** | ● Flag Day<br>● Constitution Day, May 3 | ● Strengthening respect for national symbols |
| **June** | ● Safety and Hazards During Summer Vacation<br>● TED Talks—presentati | ● End-of-Year Summary Preparing for the Upcoming Summer Break |

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| | ons prepared by eighth-graders<br>Talent Show<br>• Sports Days<br>• Father's Day with a soccer tournament | • Promoting students' talents Promoting sports and physical activity<br>• Fostering family bonds<br>• Promoting peer integration and a healthy lifestyle |

## 8. TASKS AND PERSONS RESPONSIBLE FOR ACHIEVING THE OBJECTIVES

### 8.1 TEACHING STAFF COUNCIL:

- assesses the educational and preventive situation at the school,
- identifies the needs of individual classes for specific prevention programs,
- proposes changes to approved work plans,
- inspires innovative activities and concepts for the educational and preventive program,
- evaluates the state of student guidance and teaching at the school,
- forecasts the school's needs regarding educational and preventive interventions.

### 8.1 TEACHERS:

- collaborate with the homeroom teacher in carrying out the school's and class's educational and preventive tasks,
- inform the homeroom teacher of all student issues related to academic progress and behavior,
- familiarize themselves with each child's strengths and challenges in order to adapt teaching methods as much as possible,
- support the work of gifted with a given subject, prepare students for competitions and academic contests, hold consultations for students and parents, and provide assistance to students with learning difficulties.

## 8.2 PARENTS:

- collaborate with homeroom teachers,
- actively participate in developing educational and preventive plans,
- Class Parent Councils represent the opinions of all parents on the Parent Council,
- express their opinions in surveys and polls,
- help organize class and school events,
- support the school's innovative initiatives through their own work and financial contributions.

## 8.3 STUDENT COUNCIL:

- represents the entire student body and each student individually,
- collaborates with the school administration, teachers, school staff, individual classes, parents, and the local community,
- evaluates students' achievements and behavior,
- defends students' rights and dignity, helps resolve problems,
- teaches social skills through the completion of assigned tasks,
- teaches planning and achieving set goals,
- teaches civic values and develops leadership qualities and skills,
- organizes school and extracurricular events,
- undertakes charitable initiatives to help those in need,
- promotes and organizes school events,
- participates in promoting the school.

## 8.4 PRINCIPAL:

- supervises and evaluates the work of homeroom teachers at the school,
- collaborates with all parties involved in educational activities at the school,
- assesses the expectations of students and parents regarding the school,
- collaborates with the Student Council to resolve issues concerning students and teachers

## 8.5 SCHOOL PSYCHOLOGIST:

- supports the work of homeroom teachers and other teachers
- assesses the educational environment,
- conducts classes to develop emotional and social skills
- conducts remedial and compensatory classes in accordance with the consent of parents whose children have received an assessment from a psychological and pedagogical counseling center
- collaborates with the parents of all students requiring special educational attention or ongoing care,
- provides individual consultations as needed.

## 8.6 SPECIAL EDUCATION TEACHER:

- assessing the needs and abilities of students with learning difficulties or developmental disorders.
- develops Individual Educational and Therapeutic Programs (IPET)
- collaborates with teachers in regarding adapting teaching teaching and teaching materials to students' needs.
- training for in the strategies teaching with students with educational difficulties and developmental disabilities.
- organizing meetings with families for the purpose of discuss progress and strategies that support student development.
- collaborating with other specialists, such as psychologists, speech-language pathologists, and occupational therapists, to ensure comprehensive support for students.
- Coordinating the work of the psychological and pedagogical team

## 8.7 CLASS ADVISORS:

- identify the potential, needs, and capabilities of their students, as well as the expectations and needs of parents,
- develop a class guidance and prevention plan that enables the implementation of the school's guidance and prevention program,

- assess their students' living and learning conditions as well as educational issues and take steps to resolve them,
- maintain regular contact with other teachers to coordinate educational activities,
- collaborate with parents by involving them in resolving educational issues,
- ensure a positive classroom atmosphere, guided by the principle of objectivity,
- monitor their students' academic progress,
- systematically analyze attendance and take action in accordance with established rules (awarding positive points for good attendance or negative points for unexcused absences and tardiness, and offering praise or reprimands),
- provide guidance on further educational opportunities and the job market,
- educate students and parents on mandatory regulations, the school's bylaws, and curricula,
- use their own personalities to influence the proper assessment of moral attitudes and foster desirable character traits,
- take action in the areas of health prevention, addiction prevention, and youth safety both in and out of school,
- teach creative problem-solving and safe navigation of the digital world,
- teach self-governance, decision-making, and responsibility,
- help students find meaning in life and chart paths for further development,
- are consistent in their words and actions, and skillfully apply rewards and consequences,
- teach love for their homeland, respect for traditions, and national culture in the broadest sense,
- help students overcome academic setbacks.

## 8.8 EDUCATIONAL TEAM:

- collaborates with the administration and teachers regarding the school's educational and preventive work,
- plans educational and preventive activities for each school year,
- assesses the educational and preventive situation after each school year and conducts periodic analyses of the extent to which educational tasks have been accomplished.

**FINAL PROVISIONS:**

1. The sequence of suggested activities for homeroom periods is developed by homeroom teachers for each school year or the entire educational cycle.

2. Homeroom teachers familiarize students and their parents with the content of the Educational and Preventive Program.

3. Changes to the Educational and Preventive Program are made by the Faculty Council.

4. The regulations, bylaws, and internal policy documents mentioned in this document and used to prepare the plan are located in the same document folder

5. The regulations, bylaws, and internal policy documents mentioned in this document and used to prepare the plan are located in the same document folder.

6. The document supplementing the plan is a list of suggested topics for homeroom periods: “PSHE Curriculum”

*The current prevention and education program was approved by the Teachers Council on September 23.*

*The program was developed by the school psychologist, Gabriela Filipczyk*