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| EEB2 - issue 1 - June 2021 | | | |  |  | |
| Newsletter Well-being secondary 2020-2021 | | | | | | |
| Inside this issue:  Thank you 1  Well-being survey 1  Let’s WAB! 2  Policies & other docs 2-4  Organizational initiatives 5  Coaching moments 6  Forever in our hearts 7  Workshops 7-9  Roadmap to positive changes 10  Well-being staff 10  Climate projects 11  Greetings 12 | **Thank you for being there!** | | | | | |
| Dear students, dear teachers, dear educational advisers, dear administrative staff, dear nurses, dear supervisors, dear technicians, dear staff, dear parents... **Dear team!**  The school year is coming to an end. What a rollercoaster it has been! A challenge on many levels!   We laughed, we cried, we learned, we took distance, we wore masks, we adapted, we rotated, we differentiated, we came | | back, we continued & we did not give up!   Since much work is very often done in silence, behind the scenes, we wanted to put the spotlight on the many initiatives that were taken this school year regarding our students’ well-being and this despite all the challenges. In this newsletter we want to give you an insider’s look into these many initiatives. | | | **A warm thank you to everyone who made a difference on an individual, classical, group & school level!**  We could not have managed the school year without your help and professionalism.   Proud and grateful to have such an amazing EEB2 team! |
|  | **Flashback Well-being survey** | | | | | |
| Interested in the needs of our students, we launched a well-being survey in 2019.  The design of the survey & analysis of the results were a team effort: students, teachers, educational advisers, APEEE members & | | Management collaborated in the whole process.  Goals? **To map the needs, to evaluate the well-being approach and to define a customized EEB2 short-and long-term action plan.** | | Based on this plan, we took concrete action on different levels. In this newsletter you will find EEB2 initiatives taken this school year to help improve our students’ well-being at school. | |
| Page 2 | EEB2 Well-being Newsletter | | | | | |
|  | **Let’s WAB!** | | | | | |
|  | To put into practice the recommendations of the Design Team, the school organized an internal well-being advisory team in school year 2020-2021.  **Main goals:**  ♦ To overview all the actions developed and taken concerning well-being of secondary students at EEB2.  ♦ To inform the stakeholders about the development of concrete action points. | | ♦ To give a possibility to school members to give additional information, feedback about the process or well-being related projects lié au bien-être.  ♦ To give parents the possibility to support the whole school approach by theme-related webinars, info | | sessions for parents and staff members.  The WAB gives the school the opportunity to speak in depth about student and staff well-being. The official pedagogical platform concerning well-being remains of course the CEES.  In this newsletter you’ll find the initiatives discussed on well-being level this school year. | |
| **Policies & other docs @EEB2** | | | | | | |
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| To make changes, to have procedures, to be transparent, we need a decent framework.   **A theoretical base to go to take concrete action, each time in line with our pedagogical project.**  Making and revising policies and creating practical documents takes time. We can luckily count on our working groups involved to create decent, well-founded documents, very often in collaboration with external experts. | **8 Life Skills, our pedagogical project**   |  |  |  | | --- | --- | --- | |  | As educators, we aspire to empower our students not just with academic results but with the foundational life skills that our students will use throughout their lives.  We at EEB2 believe that developing our character to become the best version of ourselves is vitally important for everyone's achievement and well-being. | Our 8 Life Skills project encourages a way of life characterized by being **considerate, cooperative, honest,** **hopeful, self-controlled, patient, open-minded and tolerant. The key word is TRUST.**   These skills are rooted in the European School principles.  Little by little we want our 8 Life Skills to be lived and linked with our  school community. | | | | | | |
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| **Revised! The Smartphone Policy**   |  |  |  | | --- | --- | --- | | This policy has been updated for next school year.  Using smartphones and other personal electronic devices at school without | pedagogical purpose must be reduced to a minimum as the school is a place to live in community and where real social interaction must be privileged. It means that during free time or breaks pupils should avoid social media, video games and screen time.  **Only a reasonable use of the phone is tolerated.** | The revised policy will be more severe on taking pictures and filming. On the other hand, checking school-related information in the corridors will be  possible.  Our focus has changed and, with the Bring Your Own Device project we need to insist on using our phone for mainly pedagogical purpose. | | **Coming soon! Dress code Policy** | | | | |  |  |  | | --- | --- | --- | | The Dress Code that the “Anti-sexual harassment” working group put together is more than a set of rules to prevent students from wearing inappropriate clothing. It is a set of guidelines | that presents and affirms EEB2 as a safe space - a space where **school members are protected from hate, violence as well as from sexist and racist standards.** | We have worked and discussed this dress code as a reflection of the Universal Declaration of Human Rights and the Convention on the Rights of the Child. | | | | |  | | | | | | | | We hope this revised policy will - in connection with our current NETiquette policy & GDPR approach - represent a good base **to encourage a healthy use of electronic devices** at school and to help avoid hate speech and cyberbullying issues. | |
| **In process: Anti-Sexual Harassment Policy** | | | | | | |
| When inappropriate sexual behavior does occur amongst members of the school community we must address it effectively to maintain our commitment to providing a physically | and psychologically safe space - a space where everyone is protected from sexual harassment and assault.  By writing this policy to **protect members of the school community**, we must reconsider our school culture, implement a consistent approach that is communicated to | | all, as well hold training for staff.  For this reason, the working group involved is assisted by SENSOA, the authority on sexual education for Flanders and Brussels.  The SENSOA flag system uses six criteria for | | identifying sexual behavior, four categories (flags) for gradations (green, yellow, red, and black), a developmental chart (by age), and a number of illustrated case studies and the recommended educational responses.  The policy will be introduced to the school population, in stages, from 2022. | |
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| Page 4 | | **Well-being Newsletter** | | | | |
| **NEW ! Charter LGBTQ+**   |  |  |  |  | | --- | --- | --- | --- | |  | Every year since 2004, the LGBTQ+ community celebrates the International Day Against Homophobia, Transphobia and Biphobia. The date of May 17 was specifically chosen to commemorate the World Health Organization’s decision in 1990 to declassify homosexuality as a mental disorder. On this occasion, EEB2's Pride club invited the | Secondary school community in a series of events; introducing their club, raising awareness about sexual orientations, gender identities, gender expressions and fighting against LGBTQ+ phobias.  Our Pride club also created a LGBTQ+ charter. A working document with short and long-term action points for the school. | This **to prevent bullying, harassment and discrimination related to sexual orientation, gender identity or gender expression.** The charter recommends the implementation of an inclusive school education about sexual orientation, gender identity or gender expression to support our LGBTQ+ school members.. | | | | | | | |
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| **Revised ! Disciplinary scale**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | |  | Disciplinary sanctions in a well-being approach? Well, unfortunately, one doesn’t go without the other.  The principal aim of the school is education. Disciplinary action is | only considered when other pedagogical methods have failed or when serious negative actions require an immediate strong message **to protect** others. | For this reason, we revised the document **to match the current zeitgeist.** For transparency purposes, the scale will - as always - be included in our School regulations. . | | **Update! School planner** | | | | | | | | | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | |  |  |  |  | | --- | --- | --- | --- | |  | In the well-being survey we learned that our students find it difficult to plan and to organize their schoolwork & tests. This school year we did a first attempt to change the old school agenda into a school planner. The working group involved asked for feedback from our students, teachers and | educational advisers. Thanks to their suggestions and comments we are proud to introduce for all our students from P5 until S7 a completely new planning document.  **A planning tool** for each month and week is included | considering our European agenda.  Also**, useful helplines** regarding well-being from in and outside the school are centralized as some **well-being top tips** and other requested information.   We hope this new practical planner will help our pupils keeping an overview. | | | | | | | | |
| |  |  | | --- | --- | | Page 5 | **EEB2 Well-being Newsletter** | | | | | | | |
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| **Organizationnel initiatives @ EEB2** | | | | | | |
| **More safety at school** | | | | | | |
|  | The new supervisor coordinator enforced & optimized the invigilances on school premises. Also, in the changing rooms, toilets and playground, | | the school took **initiatives to help prevent possible problems** some extra cameras were ordered to cover some blind spots. | |  | |
| **New B-test system** | | | | | | |
|  | As requested in the well-being survey and considering the COVID-19 situation, **the B-tests were centralized** | | to avoid having them throughout the school year.   The evaluation of this initiative will follow. | |  | |
| **Green relax areas and silent spaces** | | | | | | |
|  | CDE Plans for a relax area in the new Chapiteau are in the pipeline.  Several teachers are involved with the. | | creation of an outside classroom Others helped to make our schoolyard a bit greener.  We hope in the future | | to find more options to create green areas.   We are convinced they are **important for our mental health.** | |
| **School Psychologists’ accessibility** | | | | | | |
| Our students raised some important questions concerning our school psychologists:  Who are they exactly?  What to expect? |  | | Two CDE members represented the voice of the students and interviewed them on important issues. You can read the answers to their questions in the following link: | | <https://www.eeb2.be/swfiles/files/extra-info-school-pscychologists-EEB2.pdf>/  **Initiatives to increase their visibility and personal connection are taken**. | |
| Page 6 | | **EEB2 Well-being Newsletter** | | | | |

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| **Coaching moments @ EEB2** | | | | |
| **Life Skill Hour** | | | | |
|  | We are delighted to inform you about the new opportunity which will be introduced in the Secondary school from September 2021: The “Life-skill hour” will give all classes **from S1 – S7 one moment a month with a class coach** to talk, | | chat, exchange and interact about  **non-academic issues** or concerns. The irrefutable need for this long sought-after opportunity has been highlighted firstly through the Pupil Survey and secondly | through the social and emotional consequences that the Covid crisis had on all of us.  Our psychologists confirm that this initiative is imperative for the well-being of our pupils.  Let’s reconnect in real live! |
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| **Orientation sessions** | | | | |
| At our students’ request, the orientation coordinator and colleagues in charge **improved** the orientation sessions both **on general and individual level.**  The list of orientation teachers and the planning | of orientation for the whole school year is published on the school’s website (“higher education”). Parents can access it and participate by sharing their experience in different trades and jobs. Interested parents can volunteer to offer their skills to the orientation teacher in charge. An orientation group is created on Teams | | for each class. For more individual information, students can make an appointment with their orientation teacher. They can also find on our website the contact details for the SIEP (Belgian structure for guidance and orientation), which gives the possibility to make an appointment! | with professional career counsellors.  We wish our students interesting career guidance  More info? <https://www.eeb2.be/en/secondary--higher-education--alumni/> |
| |  |  | | --- | --- | | Page 7 | **EEB2 Well-being Newsletter** |   **CDE Teambuilding** | | | | |
| As part of our school’s pedagogical project, we try to empower our CDE in the best possible ways. As representatives of the voices of our students, we value them as very important partner in | our school approach. With the teambuilding organized in September at the beginning of their CDE journey,we want to offer them a good starting point for fruitful interactions and initiatives. Despite the challenges induces by the COVID this year, we are very proud of all their realization’s: The Grand Debate, the Amnesty project, The Art-Writing- | | photography & Maths competition, the Jumper project, the X-mas card initiative, … Brand-new this schoolyear is their CDE website, their roles in new advisory boards and their monthly newsletters. <https://cdewix.wixsite.com/cdeweb> &  <https://www.eeb2.be/en/home/cde-page/?lid=12204> | Besides this, their commitment to do their outmost best in achieving reasonable requests from the students and voicing their opinions. They worked really hard and we hope their experience will lead to further engagement in the future.  **A warm, big applause to the president, the vice president & the whole CDE team!** |
| |  |  |  |  | | --- | --- | --- | --- | | **Socio-emotional support by our Guidance Team** | | | | | The Guidance Team is a group of voluntary teachers and educational advisers across all language sections. **They are skilled to give students and colleagues socio-emotional support.**  .♦ On individual level, they offer free, informal talks and guide them to further professional help in case of need.  ♦ At the organisational level, they can provide class or | groups interventions at the request of the Pastorale. These interventions can deal with all kinds of themes: no-blame approach in bullying situations, healthy boundaries for emotional and practical peer support, etc.  ♦ At the policy level, they created the internal Loss & Grief policy and shared their | expertise in different working groups across the school. From next school year onward, they will also provide support for the Life Skill Hour. Students can find the details of the members of our Guidance Team on the posters throughout the school, on the Teams group of their | current year and on our website. They can meet up at school or on Teams.  <https://www.eeb2.be/swfiles/files/Guidance-Team-poster-April-2021.pdf>   We are more than happy with their infinite support!!  . |   **Forever in our hearts @ EEB2** | | | | |
| Growing apart doesn’t change the fact that for a long time, we grew side by side.  Our roots will always be tangled. We are glad for that.  Together we keep looking for rainbows, in the darkest storms and on the brightest days. | | | | |



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| **Workshops @ EEB2** | | | | |
| Even though this schoolyear was unpredictable and inviting external experts was challenging, we managed to organize following workshops for our students  **Learn to plan & learn to learn sessions** | | | | |
|  | To reduce academic stress, our educational adviser team offered practical sessions “learn to plan” and “learn to learn’”.  In the lower years our adviser team visited each class group with a **practical toolkit,** based on the planning document in our school agenda. In the higher years they focused on | the **organization of the school work and exams.** Also, tailormade individual sessions could be “booked”. The “live & learn” coach organized the session “The significant six” for our S7 students. In the form of a podcast the coach focused on prioritization, time, | | attitude, study behavior and further more on how to achieve some goals in the short term.  Our compliments to the adviser team involved for their supportive initiatives for our students during key moments in the school year! |
| **Stress-management & mindfulness moments** | | | | |
| Stress is considered to be one of the scourges of our time, it has invaded all spheres of society, from macro to micro social, at work, at school, in the family and at a more individual level. B-tests, exams and the bac-period in S4 – S7 can be a very stressful period. Important is to acknowledge that stress physiology has be understood in order to be managed. Mindfulness leads to a better understanding of the stress-reaction-cycle and to deepening and cultivation of awareness.  This is the foundation of stress-coping, emotional resilience and a large sense of wellbeing | which can be relied upon across the adult life span.  As our school is aware of a major stress element in some of our students, we settled up tools in order to support them and we will even extend those offers.  This school year **two interactive workshops with an external expert** took place for S4 to offer them tools to **help them manage the stress** for the B-tests. Besides this, a UCL-trained parent instructed a couple of teachers an | 8-weeks-course.  Furthermore, she offered and organized on a regular base an online mindful moment for students.  Currently several teachers are in training to become MBSR (mindfulness-based stress reduction) or PEACE (Presence, Ecoute, Attention et Concentration dans l’Enseignement) trainers, so that the school can fall back on their expertise. In the meantime, those teachers already shared mindful tools with their students. On a voluntary basis | | **students could, by age group, assist a mindful break.**  Thanks to all of this expertise we could seize some very appreciated positive moments together.  And … this is only the start. For next school year a new project will be launched. |
| |  |  | | --- | --- | | Page 9 | **EEB2 Well-being Newsletter** |   **Social skills** | | | | |
|  | In the transition period from primary to secondary EEB2 has chosen to focus on enforcing social skills of the young pupils from S1 and S2, especially at the start of a new episode in their life in secondary.  This way we want to | **create an open, encouraging and safe environment where respectful cooperation can be exercised.** We focus on the following aspects of social skills: belonging to the community of my class, | | self-Confidence – Self-Esteem, challenges and risks in contacts and problem-solving thinking.  Starting from next school year, the social skills will be addressed during the monthly Life Skill Hour. |
| **Cyberbullying prevention** | | | | |
|  | Pupils spend a lot of time on the Internet. What is it that fascinates them? With a workshop for S2 organized by a media coach, we aimed **to make the pupils question themselves and examine their own media consumption.**  Many studies show that approximately one in four students have experienced cyberbullying themselves | or within their circle of friends/family. Furthermore, many youngsters have experiences with “Hate Speech” on the Internet.  The workshop for S1 and S3 focused at the emphathetic and informative level of the pupils in order to have a preventive effect. Besides this, our DPO specialist created a | | workshop called **“Alice in Foreverland”**.  Based on the story of a young digital native, a series of opportunities and risks associated with digital life are presented.  The aim of these workshops is to raise awareness of the dangers intrinsic to digital life and to give tools to our young digital citizens. |
| **Bystander intervention for harassment prevention** | | | | |
|  | Bystander intervention is a concept and ensemble of **methods that aim to empower witnesses of problematic situations**. Through raising awareness of the bystander effect, i.e. the reasons why bystanders in emergency situations may not act, bystander intervention training gives specific tools to | counter the bystander effect and become active bystanders. The approach to bystander intervention is practical. Therefore, the workshops included a mix of theoretical input, discussions and exercises. The first step to becoming an | | active bystander is to know what constitutes an emergency situation: what constitutes healthy and safe behaviours, and what does not. Our S5, S6, S7 students who participated were very positive. Also on the planning for next school year next to “healthy relationships”. |
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|  | In May 2021, we enlighted interested other European school about our well-being survey process.  With the feedback of the initial design team, we informed them | about our learnings and suggestions. All stakeholders from all Belgian schools were invited as also COSUP and Interparents.  We hope we inspired | | them by our well-being initiative and hope this may be a starting point to share good practice between European schools. |
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| **Well-being staff @ EEB2** | | |
| After many months of total disruption in their personal and professional life due to the CoVid crisis, in March 2021 an internal survey has been launched amongst secondary staff. The survey answered to a very | strong need and feeling to make the voice of “field workers” heard.  Using a scientific psychosocial inquiry, this survey gave also the possibility to teachers to openly express their concerns about the working conditions.  Within 4 days, the participation was very important and allowed to draw a pretty clear picture of the psychosocial | state of teaching staff.  Medium and severe risk of burn out was very high (more than double compare to the general workers’ population)  Depersonalization index reaches high scores because of the dramatic decrease of social interactions.  Personal accomplishment is linked to the previous indicator. However, it | | permits to highlight that **despite the very difficult context, teachers remain fully engaged and motivated to bring students towards academic success**.  Although that survey was shared with and appreciated and supported by other European schools, they regret that no feedback has yet been received from OSG. |
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| **Climate mural** | | | | |
|  | This Climate academy is a movement made up of students, who work on projects and events to raise awareness about the climate crisis in the world. They work with other people such as news decoders and ChildPress.  They are working towards | | building a bigger community with more students involved. They organise and plan events to **raise awareness about climate change**. Their biggest project this schoolyear was their climate mural also known as | “Writings on the wall”. Students spread the message of climate change through art.  The aim is to attract the attention of other schools and raise awareness.  **Congratulations** to our artistsand teachers involved! |
| **Plan BEE** | | | | |
| A campaign aimed to raising **awareness surrounding the endangerment of bees** was created. It’s uncommon knowledge what life without bees would look like, the negative effects it would have on global economies and everyday life, extending to nutrition and everyday products. Plan Bee put up posters and created a social |  | | media page on Instagram (@eeb2\_planbee). In addition, they organised an online interview with a member of EU Beelife.  The project is part of S5ENA’s learning objectives for this year surrounding media and advertising. | Unfortunately, COVID-19 pandemic has slowed the project’s progress.  This campaign might not be continuing past this school year, but if it does the next steps would include setting up a newsletter, helping with the school gardens and relevant excursions.  **We hope they will BEE back!!** |
| **Let’s garden!** | | | | |
|  | Since February 2020, a group of EEB2 students have managed **a vegetable garden at the schoo**l with their teacher. The project has received a lot of positive attention. Weeds and bushes were pulled out, the soil was prepared...and now our voluntary gardeners among the secondary | | pupils could already reap the first benefits of their work: radishes, spinach and potatoes came out of the ground for their great pleasure and our pride. New biological seedlings for pumpkins, carrots and leeks have already been planted to | prepare for the autumn.  Thanks to their green fingers, the garden looks amazing in every season.  The respect all students shows to the garden is also a huge pride for the school community |
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| |  |  | | --- | --- | | Page 12 | **EEB2 Well-being Newsletter** |   **Green Team** | | | | |
|  | The Green Team is a group of students from different year groups that come together on different days of the week to work towards making our school a better and more sustainable environment, one step at a time. They worked on a couple of projects, | | mainly changing the bins in our school to having a better waste system and moving these **bins** to better and more convenient locations around the school. Recyclable bins/compost/paper/and plastic scattered in random areas in the | school were relocated at strategical places in préaus, classrooms and corridors  The green team also planted **strawberries** and forest berries next to the football field.  Green team, keep up the good work! |
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| |  |  | | --- | --- | |  |  |   **Greetings @ EEB2** | | | | |
| We hope you enjoyed our newsletter and our initiatives. | New projects, new action plans are on the planning for next school year. | | But now… two weeks left and almost time to recharge our batteries & to reconnect. | We wish you already a beautiful summer. |



**Take care!**

EEB2 Secondary management: Team

