



European Toolkit for Schools

Promoting school success, inclusive education and well-being at school

PROMOTING SOCIAL AND EMOTIONAL LEARNING & WELL-BEING – ISTITUTO COMPRENSIVO CHIGNOLO PO, ITALY

DECEMBER 2023

[A short description and a video](#) about the school are on the platform in 29 languages.

WELL-BEING MEASURES IMPLEMENTED BY THE SCHOOL

Over the last 15 years, the school Istituto Comprensivo Chignolo Po has joined several international projects aimed at training and implementing intervention programmes to support the psychological and physical well-being of pupils and school staff. The school has been part of the following initiatives:

- **The Network of Schools that Promote Health** is promoted by the Regional School Office, implementing projects and initiatives in accordance with the guidelines suggested by the World Health Organisation.
- **Life Skills Training Programme** is a scientifically validated educational programme to promote health of the school population, proven to reduce the long-term risks of violent behaviour and using alcohol, tobacco, and drugs by increasing personal and social skills. It aims to increase subjects' ability to cope with daily challenges and foster a greater sense of personal control. It intervenes in the various factors involved in substance use and abuse, and whether they relate to external influences (the environment, the media, peers, etc.) or internal psychological factors (social anxiety, low self-esteem, propensity to seek strong emotions, etc.).
- **'Smart snack' during break time in primary school** is an activity that promotes healthy eating habits by introducing a 'smart snack', whereby a light food such as fruit, yoghurt, small sandwich or cracker is alternated on each day of the week as the mid-morning snack.
- **Active breaks** are movement activities lasting 5-10 minutes that complement frontal teaching through simple physical exercises that are managed by teachers and carried out together by all pupils during school hours.



- **'Pedibus'** is an activity in which pupils walk to the school and back together, and is organised in cooperation with municipal authorities.

EUROPEAN PROJECTS

Starting in 2017, the school also joined a series of Erasmus+ projects proposed by the University of Milan-Bicocca: Learning to Be, PROMEHS and Teaching to Be. These projects focused on promoting the social and emotional well-being of both pupils and school staff and enabled the teaching staff to acquire theoretical and practical knowledge to support pupils' social and emotional skills.

- **Learning to Be** (2017-2020): The project enabled primary and secondary school teachers to learn about and experiment in the classroom with a variety of activities to promote social and emotional learning, using different tools for formative assessment of these skills in pupils.
- **PROMEHS** (2019-2022): The project, aimed at promoting mental health at school, made it possible to offer pupils activities both to promote their well-being through strengthening their social and emotional skills and resilience, and to prevent the manifestation of behaviour problems at school.
- **Teaching to Be** (2021-2024): The project involves the use of an online training course for the promotion of teachers' professional well-being, presented in the form of a video game. In this way, teachers had the opportunity to reflect on their individual and contextual strengths, such as the ability to manage their emotions and manifest empathy, and to enhance some of their most significant aspects through an interactive and motivating methodology such as video games.

IMPACT OF THE DIFFERENT MEASURES

All the actions and activities implemented at the school have resulted in short- and long-term improvements through the persistence to implement strategies to promote well-being.

The school organises monitoring and surveys, the results of which are analysed and can be used to address critical issues by remodelling their management and implementation.

SUSTAINABILITY OF THE ACTIVITIES BEYOND PROJECT DURATION

Generally speaking, the well-being activities are integrated into the school's vertical curriculum of transversal activities aimed at pupils' socio-emotional well-being. However, high turnover of teachers each year creates challenges to sustainable implementation of the projects. New teachers need to be familiarised with the topic each year.

What has contributed to the success of the school's well-being initiatives is the ongoing contribution of the headmaster and supportive staff, who are very sensitive to the issue of well-being at school. They study the topic (through trainings and publications), participate in conferences and webinars, and propose initiatives and projects on the theme of well-being at school.

Furthermore, the school has two teachers trained in the Life Skills programme, who each year train their colleagues on the three levels of the programme.



NETWORKING AND COLLABORATING AMONG TEACHERS ACROSS SCHOOL LEVELS

Continuity and orientation activities are coordinated by the 'Continuity and Orientation Task Force' (Funzione Strumentale Continuità e Orientamento). Vertical meetings (across school levels) take place during the school year between teachers.

The task force is appointed by vote by the Board of Directors. Its tasks include:

- Fostering self-knowledge (aptitudes and interests) and the psychological characteristics of pupils, starting from pre-school;
- Getting to know secondary schools, professional realities, local and external demands and economic resources;
- Encouraging and assisting the connection between the various school levels by designing effective pathways;
- Coordinating continuity activities between the three segments of the institute;
- Organising meetings between the school and the families of the pupils in the first classes to foster knowledge of the new school reality, in online mode if necessary;
- Coordinating actions related to the transition between pre-school and primary school, and between primary school and the 1st grade of secondary school;
- Gathering materials created by pupils often linked with different school events, and disseminating them via the school website.

TEACHERS' WELL-BEING

The school is characterised by a certain mobility of personnel, as it is located at the crossroads of two regions (Lombardy and Emilia Romagna) and three provinces (Pavia, Piacenza, Lodi/Milan). For this reason, some teachers may live quite far away and understandably when they get a job offer closer to their home, they may take it.

Nevertheless, the presence of stable management for at least five years has made it possible to address various issues from a supportive perspective. Much attention is paid to workers' welfare and protection.

There is a listening desk for secondary school pupils run by a psycho-pedagogical specialist, and on request it is available also for interventions in classes and for teachers for issues related to dynamic relationships in work contexts or within classes.

PARENTAL INVOLVEMENT

The school keeps parents informed through school meetings, the school website and electronic register. In class councils, parents make proposals for activities and projects. Parents are also involved in organising demonstrations and events.

Parents are made aware of ongoing projects during different meetings and during class councils. Parents are also made aware of the ongoing projects during assemblies. Specific to the Life Skills Training programme, at the end of each teaching unit a letter is sent to the family explaining the activity carried out in class with some suggestions for parents to put into practice at home, to consolidate and deepen what was done in class.

MULTI-PROFESSIONAL TEAM IN THE SCHOOL

The multi-professional team consists of the headmaster, two assistants to the headmaster, Instrumental Functions and project referents, a digital animator, teachers (preschool, primary and secondary school levels), school collaborators, administrative assistants, Director of General Administrative Services, parents' class representatives, school psychologist, and social workers.

The school exercises close collaboration with the region, through the Area Plans for the management of foreigners (1st level language mediation) and the inclusion of pupils with disabilities and school assistance.

The local police collaborate sporadically for projects linked to legality or voluntary groups (e.g. GEV - voluntary ecological guards).

CONTACT DETAILS

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European School Education Platform and eTwinning are initiatives of the European Commission, funded by [Erasmus+](#) and operated by European Schoolnet (EUN Partnership), under a contract with the European Education and Culture Executive Agency (EACEA). The opinions expressed are those of the contractor only and do not represent the contracting authority's official position.

