



Violence prevention concept of the Fräi Ëffentlech Waldorfschoul Lëtzebuerg

June 2025





Explanation of terms

It must be emphasised that the concept presupposes the aspect of deliberately and knowingly inflicting violence on a person's material possessions, physical condition, emotional state or spiritual experience. This includes the destruction of or damage to school materials, furniture or buildings.

The present concept serves as a guideline for prevention and protection.

The training of mindfulness in dealing with one another, awareness and empathy are a prerequisite for behavior that is as non-violent as possible.



Introduction

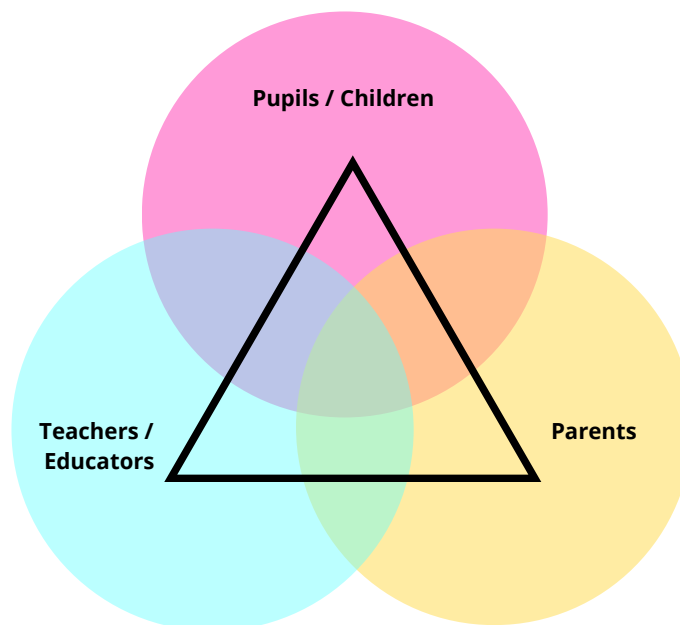
At "Fräi Öffentlech Waldorfschoul Lëtzebuerg", all staff, parents and pupils are keen to work together in an environment that promotes open exchange and cooperation and welcomes individuality and diversity as an enrichment. The house rules serve as a guideline for respectful behavior.

The content of the violence prevention concept is seen in connection with

- the house rules
- the media concept
- the regulation for protection against bullying

The concept is evaluated and updated every two years.

The exemplary behavior of the adults, their authenticity in dealing with each other and the integrity of their personality serve to develop the child's moral understanding and awareness. Young people who are developing their judgement and testing themselves need adults as companions who behave in such a way that they enable them to follow a non-violent path in life.





Code of conduct

In everyday life, the aim is to facilitate learning processes, communication, decision-making, goal-oriented action, educational work, interpersonal interaction and mutual support free from any form of violence.

It is essential to bear in mind that the anthroposophical background of Waldorf education with the humanistic basis for education for freedom, is in and of itself the guideline that can be the basis for non-violent, goal-oriented cooperation.

The relationship triangle: parents - teachers/educators - pupils is a cooperation

Children and young people as pupils need a space that is protected from all forms of violence in order to be able to develop with the support of adults.

Failure to provide support, exclusion, neglect, insult, humiliation, excessive demands and insufficient demands are forms of violence against young people that adults must prevent at all costs. Since a general definition cannot do justice to the needs and feelings of the individual, young people must be respected individually in their dignity.

The teachers/educators and all other employees at our school need a working environment in which they can develop freely within the framework of their mandate, while at the same time being responsible for a benevolent and respectful approach in the self-governing institution.

The parents of our school need reliable and transparent information about the WHAT, HOW, WHEN and WHY of their children's education. In addition, a trusting relationship with the teachers and educators is essential.

The trust they provide should be the breeding ground for school development and they need to treat each other and the teachers and educators with respect. Deficiencies at this level have a destructive effect on the pupils' development.

The equally respectful and benevolent attitude in the cooperation between teachers/educators, parents and pupils is the prerequisite for non-violent cooperation.

The framework conditions also play an important role:



At school:

Non-violent play and learning are best achieved in an environment with sufficient space and time for social contact. There is a constant effort to design our small schoolyard in such a way that it is adequately laid out for all age groups to play and rest. Timetables, break times, opportunities to talk to supervisors, exchanges between class representatives, conference times, parents' evenings, information evenings, contact options in the office are designed in such a way that they can support open exchange and respectful communication.

All existing opportunities for peaceful exchange at school should be used by all those involved and continuously improved through their contribution.

Outside of school:

At home, children and young people should also be given sufficient time and space for trusting, respectful exchanges, in addition to being responsible role models.

The media world we live in has a strong influence on our children, especially in advertising, games, films, comics, manga, etc., which are even deliberately produced for children and young people. In this context, we are all, but especially young people, very strongly exposed to the topic of violence and bear the consequences of it. The careful and conscious use of media of all kinds is an important aspect of violence prevention. (c.f. Media concept: Education for freedom)



Protective measures against violence

Protection of property, school materials and furniture

- Label private items, clothes, shoes, lunch boxes and drinking bottles with names. Recognising and tidying up your own things protects against waste, waste production and workload on other people. Labeled items can be returned to their owners.
- Furniture, buildings and the schoolyard are used by many teachers and pupils for as long as possible. We want to keep them clean and tidy and support each other in doing so. (c.f. House rules)

Protection of the personality on a physical level

The physical well-being of every person depends on their body being respected and not being harmed or abused in any way. The responsibility for the physical well-being and physical integrity of children and young people lies with their legal guardians, teachers and educators.

This includes:

- nutrition
- clothing
- hygiene
- exercise
- physical intimacy
- sensory care
- sleep

Anyone who perceives a need in this context is called upon to help the person concerned directly or to establish a connection to a helping authority. (c.f. list of contact points)

Protection of the personality on a psychological level

The mental well-being of every person depends on her being respected as a person and not being hurt or abused in any way. Adequate perception and appreciation play a key role in this. Attention must be paid to:

- communicating with each other without violence or fear
- respectful and discreet communication about third parties
- the binding nature of statements and agreements
- mindfulness in dealing with digital media (c.f. media concept)
- compliance with the guidelines in the event of a conflict (c.f. Internal Formal Procedure)



Protection of the personality on a spiritual and social level

The mental well-being of every person depends, among other things, on being able to live and express their religious, ethnological, cultural and gender affiliation.

Within the school community, the freedom of each individual at this level should be respected, i.e.

Tolerance
Understanding
Information
Interest and respect
Recognising boundaries

INSTEAD OF

Deliberate influence
Rejection
Suppression
Bullying and cyber bullying
Stalking and cyber stalking

Boundary violations at all levels are to be refrained from in our school and in the acute case of non-compliance with the Code of Conduct. There is the possibility of contacting a confidential counseling center depending on the problem of violence for pupils, parents and teachers/educators (c.f. list of contact points)



Points of contact based on the issue of violence for students, parents, teachers, and educators.

Within the school:

- Educators of respective Kindergarden groups
- Class teacher or Régent (depending on the age of class)
- School doctor: Dr Gotelind Kutter-Stollwerck (gotelind.stollwerk@waldorf.lu)
- SEPAS employee: Ms Martine Haag (sepas@waldorf.lu)
- Staff delegation: Mme Rosa De Sousa Moreira, M David Knippen, M Terence Heng Vong
- Overall school management: glk@waldorf.lu

Outside the school:

- Emergency call 112
- Police 113
- in case of sexual abuse: Aktioun Bobby: +352 123 21
- Ligue Médico-Sociale: Mme Tatin: +352 48 83 33 1
- concerning mobbing: between adults: Mobbing asbl : +352 28 37 12 12

between pupils of the primary: cdse: 52 247-65117 info@cc-cdse.lu

between pupils of the secondary: CePAS: 247-75910 info@cepas.public.lu

- SOS Détresse: +352 45 45 45
- Kannerjugendtelefon :116 111
- S.O.S. Détresse : 45 45 45
- Fro No (écoute et informations dépendance) : 49 77 77 55
- Fraentelefon (aide aux femmes) : 12344
- Meederchershaus : 29 65 65
- Info-Viol : 49 58 54