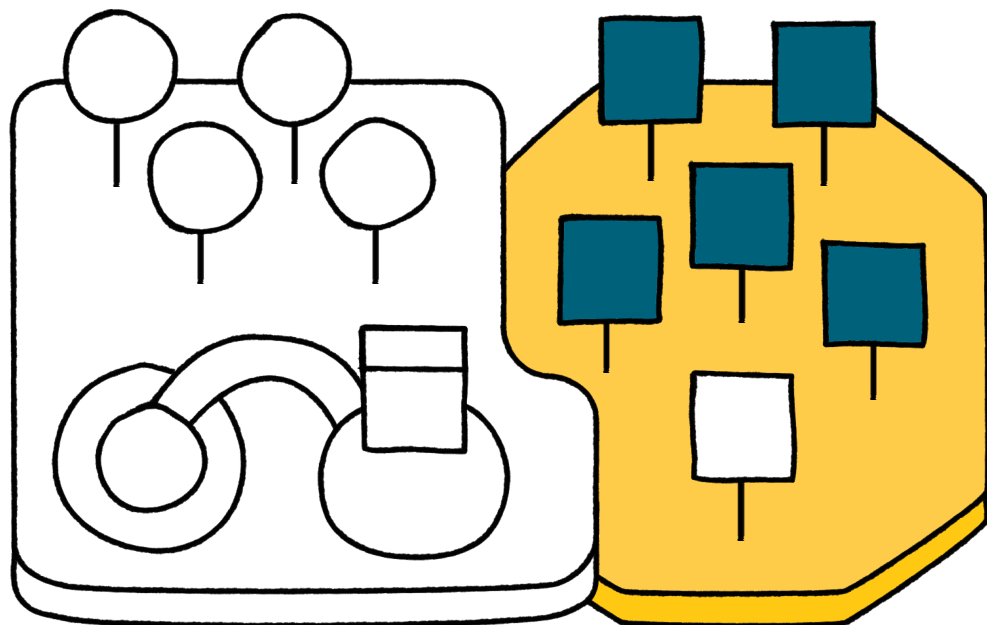


Rothenburg

Early recognition and intervention in schools



Time frame

Not specified

Stakeholders

Formal education
Child protection
Prevention and health promotion
Civil society



Institutional framework



Structure-related quality criteria

Strategic orientation
Designing the provisions/
living spaces
Collaboration
Coordination
Efficacy review

The starting point

Addiction, violence and social exclusion are issues that many communities and schools have to address and that present major challenges. Preventative action enables the targeted use of resources, the prevention of problems forming or catching them early and thus avoiding escalation. The Rothenburg school in the canton of Lucerne therefore participated in the “Early recognition and intervention in communities and schools” programme, which was implemented on behalf of the Federal Office of Public Health.

Aims

All teachers were to develop a shared basic approach. At the heart of this was also knowledge transfer, aimed at raising awareness of the conspicuous features and characteristics of danger. The development of an action plan and networking with key specialists guaranteed the coordinated approach of all those involved.

Target group

- School Management
- School social workers
- School psychological services
- Inclusive teaching staff
- Teachers
- Parent council
- Parents

Project progression

The school received specialist support from Akzent Prävention und Suchttherapie [Prevention and Addiction Therapy] and Swiss health charity RADIX managed the programme. Also involved in the development were the school heads, who were managing the project on the part of the school, plus teachers from all years, school social workers, school psychological services, inclusive teaching staff, the upper school health officer, parent representatives and the school administration.

The project began with a need analysis followed by an action plan and later accompanying documents and information sheets for the case management.

In-school events were carried out and folders containing all case management documents were installed in every classroom. The project was evaluated after six months.

Success factors

- Development of a joint approach of “see something, do something”
- Establishment of a widely supported R&I project group
- Specialist support from regional specialist agency responsible
- Installation of an advisory group
- School heads’ approach to consistent maintenance of the procedure

Challenges

Without a joint approach in practice, the procedure would be applied more or less strictly depending on circumstances.

Conclusion

Early recognition and intervention are focused and economical: resources are not used randomly, instead they are used in a targeted way for the right measures, for the right children and young people, at the right place and at the right time. In the Rothenburg school, the school head thought that the biggest benefits of the carefully implemented R&I concept were the certainty of action in specific cases and a shared basic approach of “see something, do something”.

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