

mental well-being of its students not only prevents conflicts, aggression, and violence but also nurtures a generation of responsible, emotionally mature, and socially conscious individuals.

References

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THE PLAN TO KEEP STUDENTS AND TEACHERS MENTALLY HEALTHY

The war in Ukraine has brought huge stress, fear, and sadness to all people in the educational system – students, teachers, and staff. Many people have seen dangerous things, lost their homes, or had to move to a new place inside or outside the country. This high level of difficulty and constant uncertainty means that schools must have a good, clear, and comprehensive system to help everyone with their mental health and make them feel safe again. Mental health is a key factor because when people feel stable and secure, students learn better, and teachers can do their demanding jobs for a longer time without getting exhausted or burning out.

This research says that we need a plan that works all the time and for everyone, not just when a big problem happens. The goal is to build a system that supports people who are dealing with trauma and constant worry about their future. This systematic approach must be guided by clear principles of crisis response, focusing first on safety and stability [1]. This multi-step approach helps the whole school community.

The system has three main steps, moving from helping everyone to helping only those in the most need.

Primary Prevention (First Step: Helping Everyone)

This step is for all students and staff. Its most important part is making the school environment safe and predictable. Because of the war, this means checking that bomb shelters and safe rooms are ready, and that everyone knows the rules and steps to follow when an air raid siren sounds. This predictability helps reduce the feeling of chaos and fear.

After physical safety, this step focuses on creating a friendly, calm, and predictable school environment. Teachers should learn simple ways to help students feel less anxious. These ways include keeping a clear daily routine, using calm voices, and giving students time to move or breathe deeply before a difficult lesson. Teachers must understand trauma-informed care, which means they realize that bad behavior might be a reaction to stress, not just bad behavior. Teachers should be trained to teach students emotional literacy – how to name their feelings (happy, sad, worried, angry). This helps students talk about what they feel instead of acting it out. Good and open communication between the school and parents is also very important at this level to ensure the safety rules and emotional support continue at home.

Secondary Prevention (Second Step: Targeted Support)

This step is for people who are showing small signs of stress or who have faced major difficulties, like moving far away, losing a family member, or dealing with major loss. These people need extra, focused support in small groups.

The School Psychologist plays a key role here. They set up small group sessions where people learn strong coping skills to deal with feelings of sadness, anger, or fear caused by the war. This support uses the basic ideas of Psychological First Aid (PFA), which means giving people comfort, safety, and practical help in a gentle way [2].

It is about helping them feel calm and connected to others in the school community. Teachers must be trained to notice small, quick changes in a student's behavior – like becoming quiet, easily angry, or having trouble sleeping – so that the school psychologist can start this support quickly before the problem gets bigger. The goal here is to help them get back to their normal life as much as possible.

Tertiary Prevention (Third Step: Crisis and Special Help)

This third and final step is for a small number of people who have very serious mental health issues, such as deep depression, strong panic attacks, or severe, lasting reactions to trauma that stop them from studying or working. When the school's limited resources are not enough, we must help them quickly and have clear ways to send them to special doctors or clinics outside the school, like psychiatrists or clinical psychologists.

The school's job is to ensure the referral process is fast and private. The school psychologist helps the student and family connect with the external specialist. After the student or teacher receives this special treatment, the school must be ready to help them return to school life gently. This return needs special care and understanding, including changes to the school schedule or school work for a time. The school must monitor this process to ensure the person feels supported and safe upon their return.

Conclusion and System Effectiveness.

For this entire plan to be truly successful during and after the war, everyone must share the responsibility. School leaders must always support the teachers, giving them time and resources, so they do not get too tired from stress (burnout). The school must also check the plan often, using simple student surveys or teacher feedback, to ensure it is helping the people who need it most and to see if any new problems have started because of the ongoing situation. When the school focuses on the mental health of all participants first, it helps create stable, safe people who can manage the challenges of the war and build a better future for Ukraine.

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