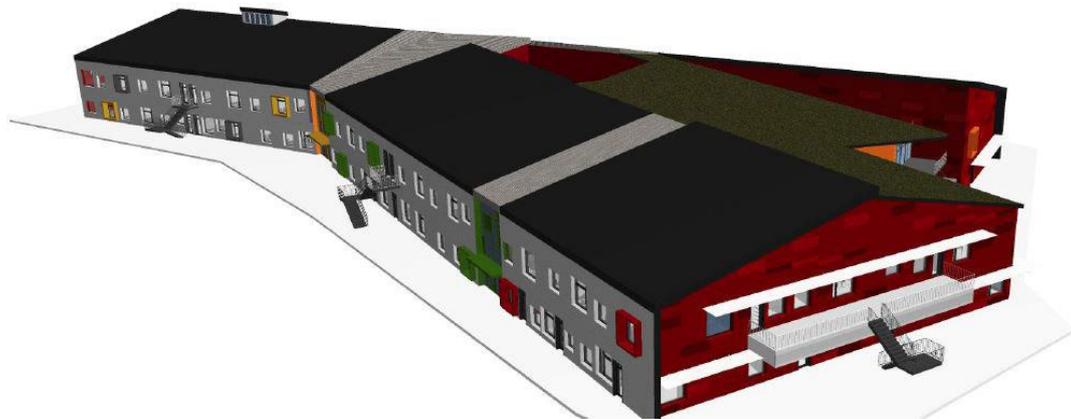


Equal Treatment Plan
International School of Älmhult
2017-2018



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1. Introduction

The Swedish Discrimination Act (SFS 2008:567) provides a basis for our work against all forms of discrimination. At our school, we will not tolerate any form of discrimination as named in the law, based on gender, sex, ethnicity, religion, disability, sexual orientation, or age. In this plan, we will detail specific actions with both short and long term (preventative) goals. In this plan, we will focus on goals for the current school year. In next year plan, we will review to what degree our measures were successful.

Additionally, we work in accordance with the National curriculum for the non-compulsory School system (Lpf-94) and the education act Chapter 6, which states that schools must strive for the freedom and integrity of the individual, for equality, gender equality and show solidarity towards the weak and under-privileged. Nobody in school should be a victim of bullying; and any signs of offensive behavior or harassment must be actively dealt with.

The values ISÄ is based on Professionalism, openness and commitment we show this by

- Regularly reminding the students and staff members that values of our school
- Trying to be on top of the issues that occur
- Stressing out the multicultural nature of our school
- Showing in practice that everyone is accepted and included no matter the differences
- Create global citizens
- Always following structured procedures that assure everyone is treated in the same way.
- Promoting equality and equity
- Being creating channels of communication with parents and fosters and strengthening our ability to work as a team
- Always working on the learner's Profile of the IB curriculum: Caring, reflective, principled, knowledgeable, open minded, risk taker

2. Mission and vision

The schools mission statement is our guiding force:

"At the International school of Älmhult (ISA), we are a diverse community of learners who are committed to continuously, through education, strive for the development of a better world. We are all learners; who aim to be knowledgeable, open-minded, reflective and caring.

The teachers and administrators are dedicated to putting our students needs first and creating a safe learning environment for all stakeholders. We believe in a holistic approach to teaching and learning; and we believe that an inquire-driven and concept based programme creates sustainable learning. We encourage natural curiosity, critical thinking, and cultural sensitivity. We embrace thought-provoking ideas and celebrate our differences, which we believe enrich the environment. We welcome the responsibility to prepare our students for the demand of an ever changing world."

3. Definitions

Harassment: is a behavior that without being discriminatory, violates a person or a person's dignity (Swedish school act section 6§3)

Hurtful language: can be vocal or non-vocal. It is words or body language which affects a person in a hurtful way. For example, saying a student in a group that "you are my best friend", when there are other possible friends listening, or even rolling one's eyes to someone.

Discrimination: is behaviors towards somebody that violates that person's dignity and is typically related to gender identity or expressions, ethnic affiliation, religion or belief, disability, sexual orientation or age (Swedish discrimination act section 1§4)

To offend someone is to cause displeasure, anger, resentment, or wounded feelings.

Bullying: is a form of harassment or intimidation which involves a repetitive negative action from someone (or several) with the intention of harming (mental or physical) another person (or group).

Racism: is the belief that all members of each race possess characteristics, abilities or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.

Prejudice: Dislike, hostility or unjust behavior derived from pre-conceived or unfounded opinions.

4. Influence

4:1 School Staff

Working with equal treatment in the school is a part of our quality work during the school year. Our school should be a safe place for all who is taking part of a daily work in the school. Our Equal treatment plan should be known to all who work in our school and it is connected to our essential agreements and other rules of the school. The equal treatment plan should be made from a wide perspective of the work in the school and should be a part of all activities that take place here.

4:2 students

The students should take part in the equal treatment plan. They should be a part of making the equal treatment plan, follow it and follow up how the work has been done throughout the year. Different ways to take part in the plan is according to the age of the students. Their answers in the Skolbarometer survey is a foundation to this year's plan.

4:3 Guardians

Guardians should take part in the equal treatment plan. Their opinion on the content of this plan is important so that they have a knowledge of how we handle situations together.

5. Where we are now

5:1 Breaks

During the break we have a plan for which areas the teachers on break duty are supposed to supervise. The teachers are responsible for taking action if any incidents occur during breaks. The teachers are also responsible for writing incident reports and follow up with students if any incidents occur.

5:2 secure and unsecure areas of the school

We see that we have an area in our schoolyard where incidents occur. We need to make a new plan for how to make this a more secure area.

5:3 Essential agreements

Student Rights and Responsibilities Updated January 2016

*This document was created collaboratively with the input of students in all classes and all teachers in PYP, MYP, and Fritids. We are **Principled** and we will help each other to remember to follow these agreements.*

Right (what you get)	Responsibility (what you are expected to do)
A pleasant learning environment, free from disruptive noises	<ul style="list-style-type: none"> ● Keep the noise level at lunch reasonable ● Be calm and quiet in class
A clean and safe school	<ul style="list-style-type: none"> ● Do not bring food outside of the lunch room. ● Clean up after yourself. ● Indoors, wear shoes that are clean and dry <ul style="list-style-type: none"> ● No play fighting. ● Tidy up after yourself in the cloak room. Ask teachers and parents to help you when it gets very messy.
A calm and good learning environment	<ul style="list-style-type: none"> ● Walk slowly and quietly in the halls, work, and break areas ● P1-3 walk in pairs/lines
A clean, organized, orderly classroom	<ul style="list-style-type: none"> ● Tidy the classroom after every lesson It will be taken up in the Student C. by our Rep.
A good learning environment without disruptions	<ul style="list-style-type: none"> ● All students: to not have a phone with them in the classroom. Parents who require this can work out an arrangement with the class teacher. ● Fritids: No phone except on specially designated days. ● Listen respectfully to your teachers when they tell you under what circumstances you are permitted to use technology or other resources ● Use the fritids/school/library phone to call parents if needed.

A protected and safe learning and social environment	<ul style="list-style-type: none"> ● Demonstrate the appropriate behavior for learning in various contexts. PYP, MYP, Fritids, Breaks, Lunchroom, Library, Bathroom, PE Hall, Swimming Pool, Busses and Hallways, etc. ● Treat others the way you want to be treated yourself.
Understand yourself and others and work to develop and improve.	<ul style="list-style-type: none"> ● Reflect on your actions and their consequences. Your teachers can help you with this.
A chance to get fresh air, move your body, socialize with friends.	<ul style="list-style-type: none"> ● To go outside to get fresh air, move your body, and socialize with friends.

	<ul style="list-style-type: none"> ● M1-2: Break length of <i>longer than</i> 10 min or more are to be taken outside ● M3-5: Outside breaks are still encouraged ● Older MYP 3-5 students have more independence and responsibility to choose what to do and where to be during their breaks. (no phone use at lunch)
Climb trees	<ul style="list-style-type: none"> ● Only climb trees that are marked. Fritids responsibility will be to keep the trees marked.
Play in the forest	<ul style="list-style-type: none"> ● Respect the boundaries.
Use toys from the shed	<ul style="list-style-type: none"> ● Put toys back in the shed where they belong (even if you weren't the one to get them out)
Safety	<ul style="list-style-type: none"> ● No play fighting. ● Dress appropriately for the weather
Protected head and body	<ul style="list-style-type: none"> ● Wear a helmet (all age levels) when cycling on all bikes. Even 15-year old students or older must wear a helmet if riding a bike for a school activity. ● Helmets all children on scooters. ● Be careful
Play for a certain time limit	<ul style="list-style-type: none"> ● Come and line up when called ● Listen to the teacher ● Dress appropriately for the weather
Enjoy time with your friends and feel included and welcome	<ul style="list-style-type: none"> ● Be inclusive, treat others with respect, tell a trusted adult when you feel upset about something.

Play in the snow	<ul style="list-style-type: none"> ● Bring your own and be responsible for sled and helmet. ● PYP are required to wear a helmet when sledding and MYP by choice. ● Do not make snowballs. No snowball fights. ● You can build things with snow.
Use of tools	<ul style="list-style-type: none"> ● Tools can only be received from a staff member. ● PYP 5 has the responsibility to use the saw with a supervisor ● Knives can be used from P3 and up with a supervisor.
Have meaningful free-play and choices for activities. Ability to interact with peers. Have a limited amount of “screen time”.	<ul style="list-style-type: none"> ● Don’t use your phone during fritids. ● No phone use for all age levels. ● Listen respectfully to a teacher when they ask you to put away your phone.

5:4 We Care Team

The “We care team” is a constitution within our school which is considered vital for the proper functioning of our unit and the welfare of our children. The “We Care Team” is composed of five members including the school counsellor, the PYP Coordinator, the Deputy head of the school and two teachers, all of whom are meeting weekly to discuss about matters that concern bullying situations and try to find ways to make everybody feel safe and secure during school time. Our students have the opportunity to place their concerns about something that bothers them in our carefully placed in the corridors “We care boxes” in case they feel that they wish to remain anonymous or do not want to address directly to an adult. Simultaneously and alongside with the preventive nature of our activities, we also try to promote a positive and caring way of thinking to students and staff by handing out, for example the “we care awards” once every two weeks that are nominated to four of our colleagues that did something good so to speak. Finally, the members that are onboard the We care team are also responsible to read through all the incident reports that and discuss ways to act so that every case can be considered solved by following up the in regularly defined times.

5:5 Student Welfare Team (SWT)

The student welfare team consists of seven members: two special education teachers, the school nurse, the school counsellor, the head of school and PYP and MYP Coordinators. The team supports teachers, students and parents and guides

them on the right direction when it comes to matters concerning the physical, psychological and academic health and development of the students. All members of the team closely collaborate with each other and try to make sure that students get the support needed. Additionally, the team also collaborates with the kommun schools and share ideas and practices as well as the resource center when it comes to cases that need further investigation and support for example speech therapist and psychologist. What also characterizes the teams' meetings is a high level confidentiality and the discussions are always student centered. The members always work hard in order to achieve the goals of each school year which is always the same: the students' welfare.

5:6 skolbarometern

5:7 Dialog with Guardians

We strive to always have a good dialogue with the guardians in the daily work. This helps us to work together with all issues that might happen in the school. All teachers are responsible to keep a good dialogue with guardians.

6. Preventiative actions

The We-care core team is not the sole team responsible for a good atmosphere at school. Our curriculum at the school is rich with opportunity to analyze, question, explore, understand and take action on all aspects of Equal treatment.

All teachers do essential agreements for the year with emphasis on common ground for how we want to be treated.

Regularly analyze scenarios so we could understand why we sometimes act the way we do in certain situations.

7. Goals of the year 2017/2018

- **Map out our new school building to find the places that students feel are safe and unsafe. Work preventively with these areas to make them as safe as possible**
- **All staff should always act, when incidents occur and follow up on the incidents happening**
- **Have a closer contact with guardians when incidents occur**
- **Have a good transition for all students coming in to our school or changing groups within our school.**

Procedures in case of an incident" Always act!"

When offensive behavior occurs, we follow the following steps:

A. Intervene and report

If you witness insulting behavior during class time, on the schoolyard, in the corridors etc. It is important that you show that you have seen what happened and that you do not accept it. In this way, all adults in the school contribute to maintaining fundamental values and keep them alive in practice. This applies when you witness insulting behavior your regardless of wheatear they are on the We-care team or not.

Report to the teacher in charge, the We-care team and the Head of school if one or several pupils displays insulting behavior towards another pupil. A head of school who becomes aware of a pupil having been subjected to insulting treatment is obliged to report this to the head of schools. The head of school can delegate his or her obligation to other personnel, but must follow upon and stay up-to-date with the case. We recommended that the teacher responsible for the victimized pupil take charge of the investigation in consultation with someone from the We-care team. If it is an adult in the school who has insulted a pupil, it is the head of school who shall take charge of the investigation.

B. Investigate the incident immediately

- Gather information and map out what has happened through talks with these involved. First talk to the victim, then the perpetrator, then the relevant teacher.
- Analyze the reason why the situation has arisen. Analyze from different perspectives: reasons with individual groups? Organizational reasons at the school? Can the incident be related to norms and ideas concerning ethnicity, gender, gender identity or expression, religion, sexual orientation, functional disability or age?
- It is important not to remain at individual level IDV the analyses of the incident's underlying causes. We-care team believes that individuals, groups, the schools organization as well as the school as social norms and perception influence why insulting behavior occurs and what form it takes.
- Is it an isolated incident or does anything point towards it being bullying?
- Are these similar cases at the school? If so, how were these managed and acted upon? Use the existing knowledge and experience. Cooperated with the we-care team.

C. Contact parents/custodians

- Contact parents/custodians of the pupils involved at an early stage.
- View the parents/custodians as a resource in the work against insulting behavior! Maintaining preventive cooperation with them will make it easier to make contact in case of urgent situations.
- Take a stand on which parents/custodians should be involved, depending on the situation; sometimes only the parents/custodians of those directly involved need to be contacted. Sometimes it can be relevant to raise the problem with all the parents/custodians in the class in order to bring about change.

D. Consider reporting to the social services, police and Work environment authority

- Some incidents that happen at school are not the school's responsibility to investigate, but should be reported to other authorities. These may be incidents involving mandatory reporting and which involve crimes having been committed or suspicion of this and/or that one or more pupils are in harm's way in the situation that has arisen. Consult with your school management in each individual case about whether further measures should be taken in the form of reporting to the social services, police or work environment authority. If the school reports to another authority, the school must assess which measures the school should take to support the pupils and parents/custodians in question. If reporting is made to another authority, the parents/custodians shall be informed of this.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Reflective

Give thoughtful consideration to your own learning and experience.

You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

Appendix 2: Assessment of Measures

1. Assess measures
 - Assessment shall be based on the mapping and analysis made during the investigation.
 - Which measures are most suitable depends on which type of insulting behavior you are dealing with. It is not suitable to employ the same measures or dialogue models for all types of insults.
 - Who shall be responsible for the measure? Who shall implement it in practice?
 - Let the pupils be stakeholders in the decisions.
 - Divide measures into urgent and long-term measures. (use the appendix “Assessing of measures” as an aid.)
2. Establish a program of measures if necessary (SMP)
 - Both the victim and the perpetrator shall be part of the measures decided on.
 - The measures shall aim to effect change at a group and operational level.
 - Make sure that the measures established are compatible with the existing rules (e.g. in case of pupil, suspension etc.)
 - Follow up and document measure.
3. Document!
 - Document your work so that an individual case can be traced from the time the school became aware of it and until today. This can be a decisive factor in determining whether the school will be reported to the school inspectorate in the future for failing to investigate a case. It also serves as a reminder during the practical work. Document:
 - Time of incident, poss, course of events.
 - Meetings
 - Plan of action
 - Pupil welfare conferences (SWT)
 - Follow up measure
 - The result of these measures
 - In case of undesired effects of these measures, this shall also be documented and new measures employed
4. Evaluate
 - Did we achieve the desired result?
 - Did we stop the insulting behavior?
 - How are the pupils feeling today?
5. Assess any new measures
 - Do we need to add something to our preventative work?
 - What new insights did we get from this case?
 - Is there a need for new measures in addition to the ones we took?