

**Dnr:**

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# **International School of Älmhult Wellbeing and Equal Treatment Plan 2020/2021**



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## 1. Goal for the school's preventive and active work against degrading treatment, harassments and discrimination

*Example of areas to be addressed by this plan: Degrading treatment, Harassment, and Discrimination based on: Gender, gender identity; Ethnic background; Religion och other belief; Disabilities; Sexual orientation; Age*

No form of harassment or discrimination is tolerated at school.

All students, parents and staff should know the meaning of this school goal and plan, and all should know who to report to if anything contradictive to this happens.

Everyone in staff must work actively to support a tolerant and welcoming school environment according to the school goals and this plan.

### **We are all responsible to contribute to a safe and secure environment**

This is our over all school goal, and everyone in our school has to act on everything stated above.

## 2.1 Specific school goals year 2020/2021

*(Based on current status; last year's evaluation, inquiries, incidents and LISA-reports)*

*Below are our goals and planned actions:*

### **All staff knows and practices the wellbeing and ETP**

- Year wheel with workshops and T3 presentation to role-model and support teachers to work with the plan.
- The plan will be brought up in co-worker talks and result talk
- Clarify what incidents are reported in LISA
- All staff knows that LISA is to report and record your own work and actions, and it is not a behavior management system, where someone else solves the problem. The manager will follow up with teachers, what they have done and what strategies they have used.

### **All staff are responsible for removing barriers for learning and create inclusive and diverse learning experiences**

- Define inclusion in the school
- Write a new Inclusion policy
- Special pedagogues scheduled into grade-level meetings to support with inclusion strategies.
- Regular observations and feedback (counselor, special pedagogues and PLT) to support teachers with class-room management and inclusion strategies.
- Support-plan for new students in the school with introduction to the programs (vocabulary, assessment, digital tools etc).

### **All students and parents know about the roles and responsibilities of the Wellbeing and Equal Treatment plan**

- Share the plan in parent meetings, during look and sees, and on line.

- Share and discuss the plan with the Teacher-Parent-Partnership Core team.
- Flow chart for actions and roles in case of bullying in all classrooms.
- **Chat-cards**, will always be used in case of an incident. After a chat the students call home to inform about the chat. When all incidents are reported in LISA and when all chats' s are followed up on, we can put in the right measures faster and escalate sooner if needed.

## 2. Pro-active and preventive actions

*(Describe or list planned actions and who´s responsible for each action)*

### *House Groups*

*All students and staff in the school community are a part of a “House Group”. Events and activities where students meet and work together with students and staff from different parts of the school are planned throughout the year. We believe that this is a good way of building bridges between the different programs and classes in the school to create a safe school environment. House groups promote a safe and healthy way of building community spirit within the spirit. Competitions are conducted across house groups rather than between individual students. Another way that House Groups promote community building is by having the different houses cover all programs span across the programs.*

### **Low arousal approach**

Collaboration and communication are important parts of our values. Students are to be treated with respect and empathy and we can find more meaningful and productive solutions to problems if we collaborate together with our students. All students want to do good and challenging behaviors does not come from harmful intent. All students in our school are everybody's students and your job is to find ways to best support each other by working together to find solutions. Teachers in our school have taken part in Ross Greene's training and shared the thoughts behind the low affective approach with other teachers in the school. We will have regular workshops and share presentations with BO Heilskov during the year.

### **Kelso's choice**

Working with Kelso's choice is a way for all programs in the school to build student confidence and give students the power to solve problems. It's a tool for teaching conflict management skills and a fun and engaging way for students to learn conflict resolution. Students in all programs of the school work on their level, with support from all teachers and staff.

### **Essential agreements**

All classes in the schoolwork with Essential Agreements, created by the students through collaboration between students and teachers. The Essential Agreements serve to create a better learning environment for all. At ISÄ we also have Whole School Essential Agreements, structured as rights and responsibilities (see appendix 11.1). The Whole School Essential Agreements are agreed upon before September, and the whole school should be involved.

- Team building introduction week, in August, to build trust in classes and between teachers and students.
- I wish my teachers knew box
- Kelso's choices
- Responsive class-room *explain more*
- Drama in MYP
- Wellbeing classes in PYP. Mentor classes, instead of wellbeing classes in MYP. There will be a checklist of expectations for the mentors and homeroom teachers.

### **Preventive actions**

- Scheduled lunches in MYP (write in reflection), to make sure everyone stays in lunchroom at least 25 min.
- List of break-staff on the TV-screen, for faster intervention if teachers have forgotten their duty.
- More teachers on MYP breaks
- Teacher lead break activities, to prevent conflicts, and to support students with a variation of activities.

## **3. Follow-up and evaluation**

*(Describe how and when the actions are to be followed-up, who's responsible for follow-up and evaluation. Note specifically the students' participation. Example: inquiries, meetings, LISA)*

Teachers report all incidents, when a student has felt harassed, bullied or discriminated etc. in LISA. They also report to their manager, what measures they take to support the students ex. chat-cards and the student reflections, phone calls and contact with parents, follow ups, plans to continue to support the students, conflict resolution between involved parties or other work done to prevent further incidents.

The managers meet biweekly in a LISA meeting together with the counselor to follow up on incidents and to analyze the data in LISA. Depending on the feedback from the teachers, the managers know if an incident can be closed or not, or if the teacher need support from the Student Welfare Team.

We have regular LISA meetings in the various teaching teams.

## **4. School routine for participation**

*(Pupils, parents, staff; Making the plan and working according to it)*

The plan is shared with all parents during the look and see (for new parents), and at the Welcome back to school night in August. The plan can also be found on our school website. All students will have at least one presentation of the whole plan, during the year. In the class rooms they will have a flow-chart of the roles and steps and consequences, in case of an incident. In November all students take part in a wellbeing

survey. The students are also involved in the evaluation of the result, when they come out. The teachers also evaluate the results of the plan in team meetings. In the teams they suggest actions to support a safe school environment.

During one of our Teacher Parent Partnership meetings, we will ask the core team to give feedback on the plan and on our Wellbeing work.

We will also work with teacher and student focus groups. The counselor use this to check the temperature and to get feedback on the current procedures.

## 5. Ways for pupils and parents to act:

### **If you as a pupil feel exposed to degrading treatment, harassment or discriminative behavior**

Tell someone at school about it. Everyone in staff is responsible to act.

### **If you as a friend know something:**

If you find out that someone at school is exposed to degrading treatment, harassment or discriminative behavior, or if you are worried about it, tell it to your teacher or someone else that you have confidence in.

### **If you as a parent know something:**

If you know or suspect that your child or someone else at school, is exposed to degrading treatment, harassment or discriminative behavior, contact the class teacher and the Head of school.

## 6. School routine to report and investigate

School is always obliged to investigate circumstances and to act when a pupil has experienced degrading treatment, harassment or discriminative behavior. The purpose of the investigation is to get enough information and knowledge about the situation so that the responsible Head of school can decide appropriate actions to end the causes and get a healthy school environment for everyone.

This obligation to act applies also situations that has happened outside the school area and school hours, but that affects pupils at school. For example: incidents on the way to or from school or incidents on social media.

### **Routines for reporting and investigating:**

1. Someone in staff finds out that a pupil has experienced degrading treatment, harassment or discriminative behavior.
2. The incident is reported in the digital system LISA, which leads to a notification about the incident to the Head of school or the Deputy Heads.  
They quickly start an investigation of the incident and decides who should participate and be in charge of investigation and further actions.  
When discrimination is the issue the Head of school the responsible.

3. Huvudmannen (Älmhults kommun, the kommun Head) is also notified via LISA, and summarized reports are made to the Utbildningsnämnd each month.
4. The pupil's parents should always be given the possibility to get information about incidents regarding degrading treatment, harassment or discriminative behavior involving their child.
5. Actions taken should always have the goal to end the offensive, harassing or discriminative behavior and its causes.
6. The whole investigation should be documented in LISA.
7. To prevent incidents from happening again the actions must be followed-up and evaluated. If the actions haven't been enough, work must continue, possibly changed, and be followed-up. This should take place within 14 days and should be documented in LISA.
8. If there is suspicion of a crime police should be notified, and a report to the social services can also be done.

## 7. Definitions

Degrading treatment and harassments can occur between pupils, and between staff and pupil.

Discrimination on the other hand assumes a power relationship and can therefore in school only occur between staff and pupil. Discrimination can be direct or indirect.

**Degrading treatment:** a behavior that, without being discrimination, degrades someone.

**Harassment:** a behavior that degrades someone's dignity and that has a connection with one or several of the grounds for discrimination: *Gender, gender identity; Ethnic background; Religion och other belief; Disabilities; Sexual orientation; Age*

**Sexual harassment:** a form of degrading treatment that includes some sort of sexual behavior without connection with the grounds for discrimination

**Discrimination** means that someone is disadvantaged on the ground of one or several of these grounds for discrimination: *Gender, gender identity; Ethnic background; Religion och other belief; Disabilities; Sexual orientation; Age*  
Discrimination can be direct or indirect.

## 8. Further help and contact

**Barn- och elevombudet (BEO) eller Diskrimineringsombudsmannen (DO):**

Pupils can contact Barn- och elevombudet (BEO) eller Diskrimineringsombudsmannen (DO). They can give support or guidance. You can call, email or write a letter.

**Barn- och elevombudet (BEO)**

Box 23069  
104 35 Stockholm

E-mail: [beo@skolinspektionen.se](mailto:beo@skolinspektionen.se)

Telephone: 08-586 080 00

**Diskrimineringsombudsmannen (DO)**

Box 3686

103 59 Stockholm

E-mail: [do@do.se](mailto:do@do.se)

Telephone: 08-120 20 700