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International School of Älmhult Wellbeing and Equal Treatment Plan 2022/2023



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

No form of harassment or discrimination is tolerated at school.

All students, parents and staff should know the meaning of this school goal and the Equal Treatment 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 share a common understanding of the definition of all-important vocabulary in this plan

Wellbeing is the focus of the whole school Autumn 2022. See Program Development Plan.

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

This is our overall school goal, and everyone in our school must act on everything stated above.

1.1 Specific school goals year 2022/23

All staff knows and practices the wellbeing and ETP

- Wellbeing and inclusion framework is shared with all teachers in team-meetings, in early autumn.
- New teachers will get an introduction of the wellbeing and inclusion work in our school, on arrival.
- The Wellbeing and ETP plan and the inclusion policy is brought up in co-worker talks and result talks as well as in team meetings.
- We will work with teachers during staff meetings to clarify what incidents are documented in STELLA, as well as how incidents should be classified.
- Managers can read all documentation in STELLA, and either close cases or support with further steps **if** needed.
- Flow chart for actions and roles in case of bullying in all classrooms and included in the EPT.
- Follow up with *First weeks of school* and *Responsive classroom* strategies for creating essential agreements with all students.
- PD for teachers during the autumn, to learn about our new SEL program FlyFive.

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

- Finalize the new Inclusion policy during the Autumn.
- Special pedagogues and coordinators are scheduled into grade-level meetings in PYP and student in focus meetings in MYP, to support with inclusion strategies keeping in mind ATL and student agency.
- PD on inclusion strategies during team meetings.

- PD on ATL skills. Focus on Social Skills and Self-Management skills and Organizational skills in the autumn.
- Trust Based Observations in all classrooms to support teachers.
- Mentors and home-room teachers make sure that there is a support-plan for new students in the school with introduction to the programs (vocabulary, assessment, digital tools etc).
- Teacher are encouraged to eat with students, even if they are not on “lunch-duty”.
- PD for Fritids-teachers led by CBEH. Focus on supporting children with learning needs.

2. Pro-active and preventive actions

IB Learner Profile

Teachers are working with the Learner Profile, supported by Kelso’s choice (PYP) to give students tools for handling conflicts as well as regulate emotions and develop into Internationally minded and global citizens.

ATL’s (approaches to learning)

All teachers build in ATL’s into their units and teaches the skills explicitly. Focus on Organization, Self-Management and Social skills in the Autumn.

FlyFive

This Social and Emotional Learning program will be introduced during the autumn. There will be a 12h PD for all staff in the whole school, to plan for the implementation of the program in January 2023. The program will be used during all wellbeing classes and anywhere else where it can be used. In the program students work on developing cooperation, assertiveness, responsibility, empathy, and self-control. The program includes mindfulness sessions, ideas for brain brakes and other community building activities.

Chat-cards

Chat-cards will always be used in case of an incident to investigate and to listen to everyone involved. Give chat cards to everyone in the school community and put up on the walls.

Low arousal approach/de-escalation

Collaboration and communication are important parts of our values. Everyone in the school community should treat each other with respect and empathy and collaborate with each other to find meaningful and productive solutions. All students have positive intent, also students with challenging behavior. We have yearly presentations on the theories of Ross Green/Bo Heiljskov and/or De-escalation.

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 classroom *strategies for community building*
- Wellbeing classes in EYP and PYP. (Good time to work on FlyFive)
- Mentor and wellbeing classes in MYP. (work on FlyFive or our own wellbeing program)
- Trivselprogram for planned break activities in PYP.
- Check-ins before the start of the school-day in MYP.

- **Preventive actions based on results from Skoltempen**

All school

- Pictures of all staff will be placed outside of the lunchroom.
- Continue to have lunch meetings, to improve the lunches.

MYP

- Scheduled lunches, to make sure everyone stays in lunchroom at least 15 min, with lunch seating.
- Staff and student's morning fika (to be organized during the Autumn)
- MYP teachers will have a workshop on how to write and give feedback.
- MYP teachers will start providing a check-list of what they expect students to complete during the class.
- An assessment calendar to make sure there is not too many assessments coming at once
- Workshop on how to use the chat-cards consistently, to make sure all students can see that action is taken.

PYP

- List of break-staff on the TV-screen, so that everyone knows who to go to.
- Regular evaluation of the break plan to make sure we have enough staff in place.
- Trivselprogram.
- TBO to support teachers with instructions if needed.
- Activate the use of the friendship bench.

3. Follow-up and evaluation

Teachers document all incidents, when a student has felt harassed, bullied or discriminated etc. in STELLA. They also inform to their manager about the 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 STELLA meeting together with the counselor to follow up on incidents and to analyze the data in STELLA. Depending on the feedback from the teachers, the managers know if an incident can be closed or not, or if the teacher need more support from the Student Welfare Team.

4. Shared responsibilities

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 classrooms they will have a flow-chart of the roles and steps and consequences, in case of an incident. In January all students take part in a wellbeing survey: Skoltempen. 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 Parents Teacher Association (PTA) 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, the Deputy Head, 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 Deputy Head and 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.

Procedures in case of an offensive behavior/incidents

1. If you see an incident, act.
Support and secure the situation so all involved are safe
 2. Create a calm atmosphere and talk with the student(s)
Use chat cards and the Learner Profile to guide the investigation into what occurred
 3. Record and document the incident in STELLA.
Describe the incident and actions taken
Describe any agreed upon future actions
 4. Communicate
 - Inform guardians / parents
 - Phone call
 - Email
 - Student communication with parents
 - Inform mentor / class teacher
 5. Collaborate, support is available
 - Colleagues
 - Counselor
 - Special pedagogue
 - Nurse
 - Programme coordinator
 - Deputy Head of Head of School
 6. Follow up
Mentor /class teacher supports students and actions
Deputy Heads and Head of School review STELLA reports and follow up to determine:
 - Is the incident solved?
 - What actions were taken?
 - Is further action or support needed?
 - Is there a need to discuss at the Student Welfare Team meeting
- In case of serious incident or repeated incidents Swedish regulations for disciplinary measures are followed.

7. Definitions

Offensive behavior 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.

Offensive behavior: causing someone to feel upset, resentful or annoyed.

Degrading treatment: Showing lack of respect for someone's dignity, causing loss of self-respect; humiliating. For example: teasing, pranks, fights.

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

Sexual harassment: a type of harassment involving a range of actions, from verbal offense to sexual abuse or assault.

Discrimination means that someone is disadvantaged on the ground of one or several of these grounds for discrimination: *Gender, gender identity; Ethnic background; Religion and 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

Telephone: 08-586 080 00

Diskrimineringsombudsmannen (DO)

Box 3686

103 59 Stockholm

E-mail: do@do.se

Telephone: 08-120 20 700