

**Dnr:**

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# **International School of Älmhult Wellbeing and Equal Treatment Plan 2023-2024**



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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 2023-24**

### **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 ETP (see appendix).
- Follow up with *First weeks of school* and *Responsive classroom* strategies for creating essential agreements with all students.
- PD for new teachers starting August 2023 during 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**

- **Implement new version of the inclusion policy during the autumn 2023.**
- Special pedagogues and coordinators are scheduled into grade-level meetings in October 2023 and January 2024 as well as 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.
- 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”.

## 2. Pro-active and preventive actions

### **IB Learner Profile**

The IB Learner Profile is embedded in all of the work in the school. In PYP, there is explicit instruction and modeling connected to all six units. The goal is that everyone in the school community embodies the Learner Profile and therefore become Internationally minded global citizens.

### **ATL's (approaches to learning)**

All teachers build in ATL's (self-management skills, communication skills, research skills, social skills and thinking skills) into their units and teach these skills explicitly throughout the year to support student become independent learners.

### **FlyFive**

Fly Five is a Social and Emotional Learning program, introduced in our school January 2023 from EYP 3-MYP 3. The program is embedded in Wellbeing lessons, morning meetings and within units where appropriate connections can be made.

By using the Fly Five program students work on developing the CARES components; Cooperation, Assertiveness, Responsibility, Empathy, and Self-control.

The program includes Mindfulness sessions, scenario cards, ideas for brain brakes and other community building activities. All connected grade students received their individual Student Journal.

The Fly Five PD has not been given to the Fritids staff yet.

### **Morning meetings**

We have introduced Morning Meetings across the whole school to improve relationships amongst students and between teachers and students. Morning Meetings are a Responsive Classroom Approach in which the building of belonging and community amongst the students in their classroom is in focus. We value the importance of students feeling seen and heard so every child feels included.

### **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 affective 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 this approach.

### **Essential agreements**

All classes in the school work 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). The Whole School Essential Agreements are agreed upon before September, and the whole school should be involved.

## **Preventative actions based on results from Skoltempen**

All school

- Pictures of all staff will be placed in the school.
- 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.
- MYP teachers will have a workshop on how to write and give feedback.
- All teachers implement strategies from Tools for Learning.
- An assessment calendar to make sure there is not too many assessments coming at once

PYP

- Regular evaluation of the break plan to make sure we have enough staff in place.
- Trivselprogram.

## **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/February 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.

## 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, with focus on rebuilding / repairing relationship.

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](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