



The Well-being Plan

Guldheden

2018-2019





The Well-Being Plan

Is a plan to ensure equal treatment of staff and students
(Plan mot Kränkande Behandling)

This plan is valid for the school year 2018–2019, and will be revised annually in cooperation with students and staff at the school.

Updated: June 2018
Next review: June 2019

Table of contents

Chapter One - Introduction

OBJECTIVES AND CORE VALUES

1.1 Division of responsibilities

Chapter Two - LAWS AND CONCEPTS

2.1 Legal

2.2 Key ideas and concepts

Direct discrimination

Indirect discrimination

2.2.2 Reprisals

2.2.3 Harassment and degrading treatment

Chapter Three - SURVEYING

3.1 Neighbourhood security

3.2 Concept discussions

3.3 Situation analysis and vision

3.4 Emotional understanding and illustrations of work at the school

Chapter Four - HOPES AND DREAMS

4.1 This is what we mean by hopes and dreams

4.2 This is how we connect hopes and dreams to the grounds of discrimination

4.3 This is what it's like at ISGR

4.4 This is how we would like to be at ISGR

Chapter Five - DETECT AND RESOLVE

Chapter Six - OBJECTIVES, PROMOTION AND PREVENTION MEASURES IN THE SCHOOL YEAR 2018-19

6.1 General improvement areas and objectives

6.2 Areas for improvement and objectives linked to the grounds of discrimination

6.3 Monitoring and evaluation

Chapter 7 - PROCEDURES FOR CASES OF BULLYING - FLOW CHART

Explanations to flowchart

Incident: All incidents are reported on a form and filed in the Principal's office.

CHAPTER ONE - INTRODUCTION

The management and staff at ISGR denounce all forms of discrimination, harassment and degrading treatment. Our aim is to create an environment that encourages togetherness, creates a feeling of wellbeing and provides the prerequisites for personal growth.

This well-being plan was developed during the school year 2017-2018. Work on the plan began in spring 2011 when the student council at Götaberg and Friendly Voices took part in the preparatory work. All interested parties at the school, in different contexts and in various ways, have talked about what they perceive as important to include in such a plan. We have worked in different groups with staff and pupils. The basic material of the plan is very comprehensive and has to be comprehensively processed in terms of language and structured by the steering group.

A key aspect of this plan is *respect*. The children and young people, in various groups and at various times, have had to think about the notion of respect. Chapter four begins with a summary of what the students mean with the term *respect*, the degree to which they perceive their work environment as respectful and what their hopes and dreams are for the future.

OBJECTIVES AND CORE VALUES

As an organisation, ISGR is embedded with a democratic approach. Everyone, both students and staff, should feel secure, respected and involved in their activities, in order to create an open working atmosphere with an international approach, where personal growth is encouraged in each individual. The school shall actively promote a greater tolerance for social diversity and combat all forms of discrimination and other degrading treatment.

Everyone should feel that they have the same rights and responsibilities in school regardless of gender, ethnicity, religion or other belief, sexual orientation or disability.

All students and adults must be treated with respect and consideration and surrounded by a healthy environment. Everyone at ISGR/IHGR shall work towards ensuring that violations do not occur. Each incident of degrading treatment must result in a reaction from the adults at the school and at home.

The principle of equal opportunity, well-being and zero tolerance to harassment, should permeate all school activities.

1.1 Division of responsibilities

The principal is responsible for ensuring that

- All staff, students and guardians are aware that discrimination and degrading behaviour is not allowed in school.
- Planned and documented work is carried out to promote well-being, equal treatment and to prevent degrading treatment.
- An annual plan is drawn up, evaluated and revised in collaboration with staff, pupils and guardians.
- An investigation and follow-up is carried out if the school becomes aware of the occurrence of discrimination, harassment or violations.
- The school has a model for the documentation of such incidents.

Staff members are responsible for

- Complying with the school's well-being plan.
- Questioning and reflecting upon the norms and values communicated and endeavouring to ensure well-being and equal treatment.
- Being sensitive to the atmosphere at the school and how the social interaction in classes and after-school activities work.
- Together with the students, developing class and school rules of conduct.
- On a day to day basis, talking with the students about conflict resolution and calling attention to violations.
- Taking action when discrimination or degrading treatment is suspected, reported or detected.
- Documenting cases of discrimination or degrading treatment.
- Following up cases under investigation, of discrimination and degrading treatment.

The staff at the school expects parents

- To denounce discrimination and degrading treatment that occurs in school.
- To stand up and work with the school with regard to handling potential degrading treatment.
- Support their children into becoming good friends.

The staff at the school expects students

- To denounce discrimination and degrading treatment that occurs in school.
- To be good friends and comply with school and class rules.

Chapter Two – Laws and Concepts

2.1 Legal area

From the Swedish Discrimination Act 2008:567 (Chapter 3, active measures)

Section 16 An education coordinator referred to in Section 14 shall annually draw up a plan with an overview of the measures needed to promote equal rights and opportunities for the children, pupils or students who are participating in or applying to the organisation, regardless of gender, ethnicity, religion or other belief, disability or sexual orientation, and prevent and preclude harassment as referred to in Section 15. The plan shall include a report as to which of these measures the education coordinator intends to commence or implement over the coming year.

An account of how the planned measures in accordance with the first paragraph have been implemented shall be included in next year's plan.

From the Swedish Education Act 2010:800 (Chapter 6, measures against degrading treatment)

Section 8 The Principal shall ensure that each year a plan is drawn up with an overview of the necessary measures for preventing and hindering degrading treatment of children and students. The plan shall include a report as to which of these measures it is intended to initiate or implement over the coming year. An account of how the planned measures have been implemented shall be included in next year's plan.

At ISGR we have decided to incorporate the two plans into one. This is the most common approach:

From ***General recommendations for promoting equality and preventing discrimination, harassment and degrading treatment:***

“In order to obtain clarity and a systematic approach in the planning process, these can be combined into a single plan. No matter what the plan is called; it is important to make clear that it covers both areas of concern. These are the work on equality and against discrimination as well as work against degrading treatment. The principal rule is that there should be a plan for each individual activity.”

2.2 Key ideas and concepts

The right to equality of treatment is one of the fundamental human rights. All students in the school should have the same rights – girls and boys and regardless of gender identity or expression, ethnicity, religion or other belief, functional impairment, sexual orientation or age. The students also have the right to be in school without being subjected to harassment or degrading treatment.

According to the Swedish Discrimination Act and the Swedish Education Act, the school must actively work to prevent and protect children, students and adult learners from being subjected to discrimination, harassment and degrading treatment. Neither may the school subject children, students or adult learners to reprisals.

Discrimination, harassment, degrading treatment and reprisals are key concepts in the Swedish Discrimination Act and the Swedish Education Act.

2.2.1 Discrimination

Discrimination is when the school, for unjustified reasons, treats a student in an inferior way to other students and the unfair treatment is associated with gender, gender identity or gender expression, ethnicity, religion or other belief, functional impairment, sexual orientation or age.

Discrimination could for example occur through school rules or procedures. A student may also suffer discrimination if he or she is discriminated against because of a parent or sibling's sexual orientation, functional impairment, etc.

Discrimination can be either direct or indirect.

Direct discrimination

Direct discrimination means that a student is disadvantaged and this has a direct connection to e.g. the student's gender. One example may be when a girl is denied access to a particular upper secondary school programme on the grounds that there are already too many girls on this particular programme.

Indirect discrimination

It is also possible to discriminate by treating everyone equally. This is what is called indirect discrimination. This occurs when the school applies a rule or a procedure that appears to be neutral but which in practice, disadvantages a student on the basis of gender, gender identity or expression, ethnicity, religion or other belief, functional impairment, sexual orientation, and age. If, for example, all students are served the same food, the school may indirectly discriminate against those students who, because of religious reasons or because of an allergy, require other food.

Sexual harassment

Harassment may also be of a sexual nature. This is then called sexual harassment. This may involve unwelcome touching, groping, jokes, suggestions, looks or images that are sexually explicit and perceived as degrading. It may also be about sexual jargon.

Degrading treatment

Degrading treatment is defined in Chapter 6 of the Education Act as conduct that violates a student's dignity, but has no association with any form of discrimination.

Examples of events that may be what the law terms as degrading treatment:

- Carl was often contacted via social media by pupils at school. There, they call him "moron" and "fatty". They have also posted images of Carl on a social network website. The images have been taken in the shower after gymnastics.
- Lisa is noisy in the classroom and won't calm down despite being told by the teacher. A quarrel arises between them and ends with the teacher giving Lisa a slap.
- Oliver has stopped asking if he can join in and play during the breaks. He'd rather be alone than have to hear the others saying he can't join in. School staff members think that Oliver is alone because he wants to be. "He's a loner", says his class teacher. Oliver can't face having to explain how it really is.

Chapter Three – Evaluation of the School Environment

3.1 Campus Safety Rounds

Each year Campus Safety Rounds are carried out on both campuses by student groups. The technique is adapted to the abilities and needs of each age group.

At Guldheden the walk is carried out with the student council in two grade-level categories: 1-3 and 4-5. Both groups are accompanied by an adult who keeps notes.

At Götaberg, preparatory work for the Campus Safety Round is carried out by the student council, which marks critical points on drawings of both the indoor and outdoor environments.

An initial walk then takes place in groups of student council students. The intention is to make an assessment of the marked locations. Then, in a second phase, each student carries out a renewed individual assessment using the new drawings. It is these individual assessments that have been an important part of the basis for this plan.

3.2 Discussion of Concepts

In order to get a common understanding of relevant concepts such as respect, safety, discrimination etc., student discussions are planned in two steps. The first step is discussions with the student council at Guld and Friendly Voices/Student Council at Göteborg. Relevant parts of these discussions will be incorporated into the Well-Being Plan under 4:1.

3.3 Situation analysis and vision

Using the results of the Campus Safety Round, discussions in the student council, classes and the well-being survey, the students and staff have analysed the situation at the school. The students' thoughts on this are documented in Chapter 4.3. The students' views on how things should be are documented in 4.4 campus-wise.

3.4 Emotional understanding

In order to develop a deeper conceptual understanding of what we want to achieve at ISGR there are theme days when students deal with important issues and concepts in practical workshops (Well-being days).

The legally based grounds for discrimination according to the Swedish Discrimination Act are considered appropriate to work with in across Grades K-9

- Gender
- Gender identity or gender expression
- Ethnicity
- Religion and other beliefs
- Functional impairment
- Sexual orientation

Guldheden campus – how we work with community building and well-being for the students in the year 2018-19

This year we will work with one of the school values - **Diversity**

- *We view cultural diversity as a source of enrichment*
- *We embrace the academic diversity in our students*

We will focus on the Learner profiles of being Open Minded and Reflective:

OPEN-MINDED: We are open-minded. We respect each other's ideas, suggestions and points of view.

REFLECTIVE: We are reflective. We think about how we act and take action to improve.

The students will talk about and work with the Well-being plan through themed weeks – health week in September and community week in April. This work will be done both section wise and 'cross team', and the students will do activities together collaboratively.

Pre and after school care

We have also chosen not to work on the basis of the "grounds for discrimination" with the younger students in the pre and after school care. Instead we work more concretely based on everyone's equal value. Preventive work during after school care is done daily by taking into account the value base and everyone's equal value.

During pre and after school care at ISGR there are constantly new children joining the groups obviously more at the start of the term. We therefore set two important goals to work with.

Goal 1: The children should feel safe during pre and after school care.

We work to ensure that all children are familiar with staff, premises, etc. We want them to feel seen and accepted and know that they are always welcome in their group. A very important part of this is the education plan, which is mandatory.

Goal 2: We have a warm and welcoming environment in our pre and after school care.

The pre and after school should be characterized by a welcoming atmosphere for all who attend there. All children / staff should feel that there is an environment that is welcoming. The physical environment is structured in different ways with tables and sofas for reading, playing and creative activities.

Chapter Four – Annual Concept

4.1 This section gives more detail about our annual theme. During the school year 2017-18, the students at Guldheden campus worked with the theme, 'being a caring and principled learning community'. The students worked together in cross team groups, made displays together and shared community days with cross team activities.

4.2 This is how we think about 'Being a caring and principled learning community'

Sounds like: friendly language, talking not shouting, speaking with respect to each other, kind words, people are listening to each other, laughing and everyone enjoying themselves, encouraging words to each other.

Feels like: it will feel safe and friendly, no one should feel scared or feel like they don't belong, everyone can be involved in games and in groups, it should feel fun for all children in school, everyone is accepted for who they are.

Looks like: clean and nice in the corridors, students and teachers are walking and being calm inside, nice pictures on the walls of our work, clean toilets, fun things to do in the school yard.

4.3 This is what we feel it's like at ISGR – Well-being safety survey that was completed by each and every child in the school from Grade 2-5 (these are a series of quotations)

We feel safe at school and in lessons at ISGR.

Happy that I have an opportunity to go to an amazing school

We feel safe, happy and excited to learn new things

We feel safe on the yard and on the football pitch most of the time.

The changing rooms feel better now there is someone looking after us.

In school I have the opportunity to make choices about how best I can learn

I know who to go and speak to with any problems I might have in school

I feel respected by the adults who work in school

4.4 This is how we would like it to be at ISGR – (these are a series of quotations)

We want to keep looking after each other.

We want teachers to walk around outside during playtimes.

We want the corridors to be calm and quiet, with no running and no one playing with balls inside.

We want the same rules for Lgrp and PYP.

Chapter Five- Detection and Resolution

Routines for checking on student well-being:

a) Special routines for new students

- Initial family visit
- Safety and how students feel about school is taken up at the first developmental talk
- Extra support from the English as Another Language teacher where appropriate
- The class teacher/advisor has close contact with the family through emails etc.
- Staggered start for the Kindy class

b) Routines for the whole school student population

- Feelings of safety and well-being are taken up in the student development discussion.
- Regular discussions with individual students in class
- Morning meetings using “Responsive Classroom” (Guldheden Campus), Friendly Voices at Göta
- Well-being survey done with all children
- Attention to a change in behaviour
- Documentation and surveying
- Dialogue with families
- Absence statistics with follow-up

Responsibility: All staff

Procedures for investigation and documentation of single incidents and repeated incidents and/or violations.

1. The school or PAL are informed if an incident or violation occurs. The mentor/class teacher is contacted as soon as possible.
2. An investigation is carried out immediately to find out what happened.
3. Affected students must provide their view of how they perceive the situation.
4. This work must be documented in an **Incident Report** and we follow the procedures outlined below.
5. If the violation is temporary and is considered to be less serious, we try to get the students to personally take responsibility for ensuring that it is not repeated.
6. The situation can then be regarded as resolved.

If, however, the investigation reveals that there is a serious or repeated violation, the following procedures must be complied with.

Procedures for action, follow-up and evaluation for repeated incidents or violations

1. Concerned parents to be contacted.
2. Together with students and parents the school prepares an action plan. In this document there should be a timetable for the discussion with affected students and follow-up discussions with students and parents. The action plan will include what is being done at individual, group and school level.
3. The action plan is put into practice.
4. The parents involved, shall be contacted regularly and kept informed about how the plan is proceeding.
5. Monitoring and evaluation of the plan takes place together with involved students and parents.

Responsibility: Staff in child groups/ student groups and the Student Support Team.

Discussion methods

When we talk with the children, regardless of whether it is about the subjected student or the perpetrator, we avoid 'why' questions. They signal that we are already clear about what has happened and that we apportion blame. We try to find out what has happened but use expressions such as "in your opinion" or "how do you experience .." etc. The idea is that we will clearly indicate that each individual always experiences a situation uniquely and that the focus is not to identify a guilty party but to look ahead and create new solutions.

The person/persons responsible for the investigation (investigator) talks to the victim in order to carry out a reconstruction of the event:

What has happened?

When did it happen?

How did it happen?

Who took part?

Possible reasons for the incident?

Has it happened before?

How does it feel right now?

Other actions when a harassment or violation has occurred

1. All relevant staff at the school to be informed.
2. Other students to be informed by their teachers, insofar as contributing positively to the situation.
3. Involved students shall be guaranteed protection and an adult should be nearby especially during breaks.
4. A temporary redistribution of resources at the school should be carried out if necessary.
5. The Principal shall be kept informed of the proceedings at all times.
6. The Swedish Work Environment Authority (Arbetsmiljöverket) shall be informed of events, which involved serious danger to life and health. If the offence could lead to sanctions in accordance with the Criminal Code, the Principal should consider notifying the police and/or notifying social services.

Other situations regarding harassment /bullying

Procedures for investigation when a student has been subject to a violation by a member of staff

1. The Principal receives notification. The notification comes from a student, parents, other students or staff.
2. The Principal talks to the student, the conversation is documented and signed.
3. The parents are informed if there is any suspicion of degrading treatment.
4. The Principal talks to the relevant staff. The conversation is documented and signed. The staff member is asked to change his or her attitude towards the student, he or she is also asked not to take up the matter with the student in e.g. a private conversation, this being due to disequilibrium in the balance of power arising from such a conversation.
5. After the staff member and student have met for up to max 1-3 days, they will be called to new individual discussions with the Principal. Parents may possibly participate in the case of younger children.
6. Attempts will be made at “reconciliation talks” between the staff member and student, if necessary. If necessary relevant staff may assist, e.g. from Student Health. Parents are informed and given the opportunity to participate.
7. In cases where the situation is solved, parents are contacted to inform them about what has happened and any action taken. Further follow-up takes place after 4 weeks.
8. If the relevant staff member(s) is/are unable to sort out the situation, the following shall take place: The Principal talks to the teacher, a counsellor and possibly a union representative may take part in the discussion. A preliminary solution for the student is counselling sessions. If the situation cannot be resolved, the Principal is responsible for ensuring that the staff member in question is given other duties and contacts the human resources department.

Procedures for investigating the opposite situation, i.e. when the employee is subjected to degrading treatment by a student or a class

1. The Principal receives notification.
2. The Principal carries out an investigation of the class.
3. Through analysis of the investigation, it should be possible to single out the most active and involved students.
4. If the Principal suspects degrading treatment (harassment/bullying), the students concerned and their parents will be called to discuss the matter with the Principal. Staff from the Student Health Team will participate.
5. During this period, the staff member concerned does not have to work alone in the classroom. The Principal is responsible for ensuring that the work situation is sustainable. To support the staff member concerned in the ongoing classroom work, an extra resource is introduced until the situation is resolved. The team must be informed and be able to provide support for the staff involved.
6. Counselling sessions together with parent-student-staff under the guidance of a psychologist or counsellor, which will lead to a sustainable way of working, shall be offered.

The working environment – the responsibility of all

Principal, teachers, other staff and students must jointly create the working environment at the school. Values, standards and attitudes need to be clear. They should be present in objectives, regulations and practical action.

General

The Head of school shall be responsible for ensuring that the school actively works to promote well being and prevent harassment as stated in the Swedish Education Act, the Swedish Discrimination Act and Skolverket's guidelines for preventing discrimination and violating behaviour, promoting equal treatment' (2009).

ISGR works to promote equal treatment and prevent harassment

- At the Guldheden campus PYP and LGRP and even PAL work with a program called Responsive Classroom
- Each morning, two members of staff are out on duty before the school day starts (8.00-8.20) to meet and greet parents and students
- Student council meet once a month to plan activities and how we can work with safety in the school. Responsibility: Student council and DP's
- Staff and students working actively with core values, the IB profiles and the school's well-being plan on a daily basis. Responsibility: All staff
- The adult always has a duty to react in the event of inappropriate language and conduct. Responsibility: All staff
- We have a mentoring system so that new students will feel welcome and safe. Responsibility: The team
- The classes have regular social gatherings through class meetings to create a "sense of belonging" in the groups. Responsibility: Class teachers
- The adults in school consciously control group composition and placements in the classrooms, canteen (Guld only) and during walks. Responsibility: All staff
- Break supervisors are out at each break. These break supervisors have different areas to cover so that the school area is sufficiently supervised. The break supervisors' duties are to help and support the students during the break
- In addition the school has employed a safety officer in the PE changing rooms. Responsibility: Principal
- 'Student led playtime activities' - The school has introduced a programme that trains students to be supervisors and support students in the playground at playtimes. Children will be able to take part in games and activities that are structured and led by other students

- In addition, the school has one employed break supervisor 50 percent, whose duty it is to ensure safety during breaks (Guld)
- We have scheduled cross team activities when mixed section-groups are created and also “whole school activities” (such as International Week, Electives etc.) These are several times per term to promote a sense of belonging at the school. Responsibility: The pedagogical staff and the Educational Management Group
- The pedagogical staff meets each week and takes up issues of current student welfare. Responsibility: Principal
- The Student Health Team meets once a week to discuss students and teacher concerns
- We have school management close to hand and easily accessible at the school. Responsibility: Principal
- The principal is responsible for keeping up to date and spreading information concerning well-being work at Göteborg/Guldheden. Responsibility: Principal

Chapter Six - Objectives, promotion and prevention measures in the school year 2018/2019

6.1 General improvement areas and objectives

After analysis of the students’ feedback, we at ISGR will focus on the following points:

- Increasing student collaboration within and between the various sections (International/ National) to promote understanding and unity, regardless of background
- Recognising the value of respecting each other’s differences. Respect should be recognised as an attitude to be cultivated in line with diversity to develop a community of learners who are open minded and reflective.
- Common rules of conduct for a better peaceful working environment as well as increased sense of security both in class and during breaks
- Continuing the work of Student council so that this is clear to everyone at the school
- All teachers listen to students needs regardless of which section they work in. Everyone is there for all the students

6.2 Areas for improvement and objectives linked to the grounds of discrimination

Equal treatment of boys and girls

Objectives:

Boys and girls have the same opportunities in school by giving them equal influence over the school curriculum and equal scope in their teaching.

Promotional activities

- The school shall have a common, active and reflective approach to the norms and values, which it conveys through its organisation and teaching
- The school shall create opportunities for students to develop their abilities and interests without the constraints of gender stereotypes
- The gender perspective shall permeate the teaching of all ages.

Responsibility: All staff

Protection and prevention measures:

- During the school year the teachers work on getting students to understand the different attitudes and explore what we mean by words like tough, silly or embarrassing
- Document the work in order to spot the differences between girls and boys and between years.

Responsibility: Teaching staff

Ethnicity, religion and beliefs

Objectives:

All students and their families, regardless of ethnic or cultural background and religion or other beliefs, are to be treated with respect and receive the same rights and opportunities.

Promotional activities

All staff members contribute to the development of children and students' sense of belonging, solidarity and ability to assume responsibility for other people.

- Interpreters are used in discussions and meetings when necessary.
- Evaluation exercises with discussions and reflections.

Responsibility: All staff

Protection and prevention measures:

All staff will take available opportunities to respond to students' attitudes and beliefs surrounding ethnic similarities and differences, democracy and equality.

- A calendar of celebrations and festivals relevant to our students from other countries is available
- Clarify for parents of foreign extraction as to what the teaching of religion involves and what is required under the Swedish Education Act
- Every year we organise an International Week to encourage diversity and create an understanding of each other's differences. We also have the Cultural week.

Responsibility: Teaching staff

Disability

Objectives:

The school environment and teaching is available for students with various disabilities. No one needs to feel left out and, as far as possible, can participate in the same activities as other students.

Guardians with disabilities have the same opportunities as other guardians to visit the school and participate in organised activities

Proactive activities

- Plan and adapt the school premises and activities for the different needs of students and guardians with disabilities
- Work to increase awareness among students and staff of various disabilities and the understanding of good treatment
- Adapt working methods and materials on the basis of students' needs.

Responsibility: All staff

Protection and prevention measures:

- Schedule and provide breaks for students with high mobility requirements
- Provide new students with information on the conditions of their disabled peers

Responsibility: Teaching staff

Sexual orientation

Objectives:

All students, guardians and all staff should be treated with respect regardless of sexual orientation

Proactive activities

- Our school will work for an increased understanding of different sexual orientations
- Discussions on various family structures shall be included in class in a natural context.

Responsibility: All staff

Protection and prevention measures:

- We discuss and reflect with the students about their use of words having a sexual reference
- All staff members shall take available opportunities and respond to students' attitudes, questions and thoughts about sexual orientation

Responsibility: Teaching staff

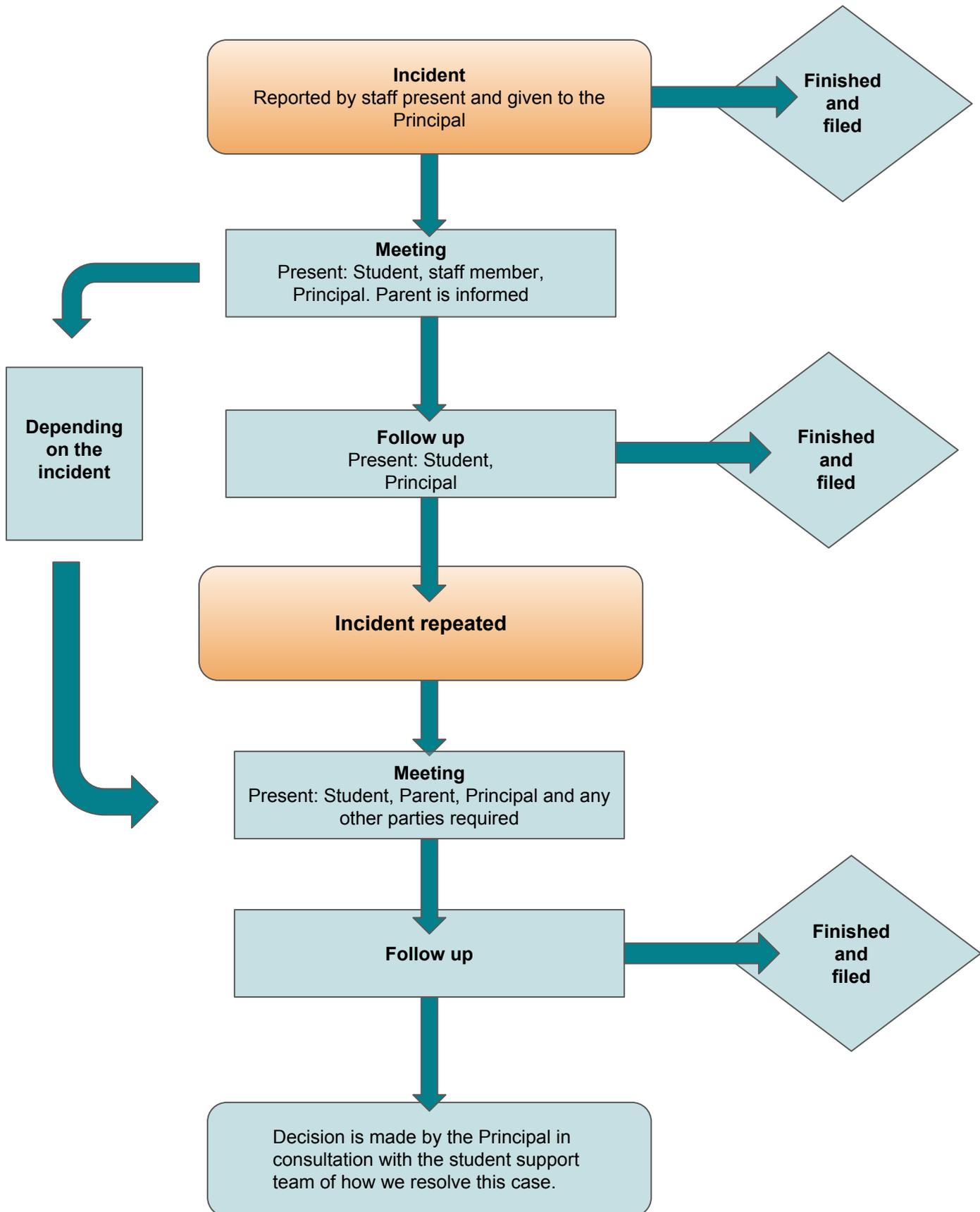
6.3 Monitoring and evaluation

At the end of each year:

- The team makes an assessment of the achievement of objectives and an evaluation of the plan's promotion, protection and prevention measures. At the same time, an evaluation is made of the other parts of the plan
- Other opinions about the plan are collected
- All students complete a questionnaire with questions on how they feel in school
- The views of individual parents are collected (parent council)
- School admin discuss the protection and prevention measures which should be prioritised in the coming school year
- School admin decide which objectives should be included in the following year's plan using the students answers from the questionnaire
- The school admin are responsible for compiling the evaluation in writing. It is also responsible for any revision of the plan and for the inclusion of new objectives and measures
- Monitoring and evaluation of the plan will be completed by June 2017, and is part of the school's systematic quality work.

The Well-Being team (school management) is responsible for the evaluation and work on the well-being plan.

Procedures in case of an incident – Flow chart



How to respond to cases of bullying - flowchart at ISGR

Discussion 1 with the subjected student

Date ___ - ___ - ___, Time _____

Discussion with _____ in class _____ who has experienced violation/harassment

Background and sequence of events according to the subjected student (if necessary, use the reverse)
Date and time of the occurrence
Who took part in the violations/harassment
Possible reasons
Witnesses (any appendices to be attached)
Has it happened before? If yes, who took part on that occasion?
Follow-up Action
Student informed of the continuing process

Follow-up: Date ___ - ___ - ___, Time _____

Prepared by: _____

Discussion 1 with the other party (not the victim)

Appendix

1a

versus _____ (the subjected person's name)

Date ___ - ___ - ___, Time _____

The perpetrator's name _____ class _____

Background and sequence of events according to the alleged perpetrator (if necessary, use the reverse)
Date and time of the occurrence
Who took part in the violations/harassment
Reasons
The student admits the violation
The student understands the severity of the occurrence and declares that it will not happen again
The student does not admit the violation
Student informed of the continuing process

Follow-up: Date ___ - ___ - ___, Time _____

Prepared by: _____

Discussion 2 with the victim

Discussion with _____ in class _____ who has been subjected to violation/harassment

Date ___ - ___ - ___, Time _____

Follow-up from the discussion: Date ___ - ___ - ___, Time _____

This is how the subjected student has experienced the past week (if necessary, use the reverse)
Date and time of any further violations
Who took part in the violations/harassment
Witnesses (any appendices to be attached)
No further violations have occurred
Follow-up Action
Student informed of the continuing process

Follow-up 2: Date ___ - ___ - ___, Time _____

Prepared by: _____

Discussion 2 with the other party

versus _____ (the injured party's name)

Date ___ - ___ - ___, Time _____

The perpetrator's name _____ class _____

Follow-up from the discussion: Date ___ - ___ - ___, Time _____

This is how the subjected student has experienced the past week (if necessary, use the reverse)
Date and time of any further violations
Who took part in the violations/harassment
Witnesses (any appendices to be attached)
The student admits the violation. A programme of measures will be drawn up.
The student understands the severity of the occurrence and declares that it will not happen again
The student does not admit the violation
No further violations have occurred
Student informed of the continuing process

Prepared by: _____

Discussion 3 with the victim

Discussion with _____ in class _____ who has been subjected to violation/harassment

Date ____ - ____ - ____, Time _____

Follow-up from the discussion: Date ____ - ____ - ____, Time _____

This is how the subjected student has experienced the past week (if necessary, use the reverse)
Date and time of any further violations
Who took part in the violations/harassment
Witnesses (any appendices to be attached)
This is what we do now (see reverse)
No further violations have occurred
Follow-up Action
Student informed of the continuing process
The investigation is closed

Prepared by: _____

[1] The entire section "Key ideas and concepts" is taken from the Swedish National Agency for Education's web material, see: <http://www.planforskolan.se/sv/Likabehandlingsplan/LP/skola/Start/Viktiga-begrepp/>