

The Well-being Plan

A Plan to Ensure Equal Treatment of Staff and
Students (Plan mot Kränkande Behandling)

**This plan is valid for the school year 2019-2020, and
will be revised annually in cooperation with students
and staff at the school.**

Last updated November 2019

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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 equal opportunities plan has been developed during the school year 2011-2012. Work on the plan began in spring 2011 when the student council at Götaberg and Friendly Voices took part in the preparatory work. Since this time, the plan has been reviewed and updated on a yearly basis. 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 comprehensibly processed in terms of language and structured by the Deputy Principals from both sections. 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.

OBJECTIVES AND CORE VALUES

As an organisation, ISGR is imbued with a democratic approach. Everyone, both students and staff, should feel secure, respected and involved in the 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 opportunities should permeate all school activities.

1.1 Division of responsibilities

The principal is responsible for ensuring that

-  All staff, all students and guardians are aware that discrimination and degrading behaviour is not allowed in school.
-  Planned and documented work is carried out to promote equal treatment and 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 equal opportunities plan.
-  Questioning and reflecting upon the norms and values communicated and endeavouring to ensure 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 principle rule is that there should be a plan for each individual activity.”

2.2 Key ideas and concepts¹

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.

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/>

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.

2.2.2 Reprisals Staff may not subject a student to punishment or other forms of negative treatment because the student or guardian has notified the school of discrimination or drawn attention to the existence of harassment or degrading treatment. This also applies when a student, e.g. as a witness, participates in an investigation relating to discrimination, harassment or degrading treatment. Prohibition against reprisals can be found in Chapter 2 Section 18 of the Swedish Discrimination Act and Chapter 6 Section 11 of the Swedish Education Act.

2.2.3 Harassment and degrading treatment

A common feature of harassment and degrading treatment is that it is conduct that violates a student's dignity. Harassment and degrading treatment could be:

- Physical (hitting, pushing)
- Verbal (threats, swearing, nicknames)
- Psychosocial (ostracism, grimaces, everybody goes when you arrive)
- Texts and pictures (drawings, notes, SMS, photos, and messages on social media).

Both school staff and students are capable of acting in a manner that may be perceived as harassment or degrading treatment.

Harassment Harassment is defined in the Swedish Discrimination Act as conduct that violates a child's, a student's or an adult learner's dignity and which is related to any of the grounds of discrimination, gender, gender identity or expression, ethnicity, religion or other belief, functional impairment, sexual orientation or age.

It may include the use of ridicule or disparaging generalisations such as "female", "homosexual" or "Bosnian" characteristics. It could also be about someone being called "wog", "retard", "queer", "whore", or similar. It may also be a case of ignoring, ostracising or someone whistling, staring or making offensive gestures and is associated with one of the grounds of discrimination. What is common in cases of harassment is that it makes a pupil or student feel insulted, threatened, violated or mistreated. It is also harassment when a pupil is violated because of a parent's or sibling's sexual orientation, functional impairment etc.

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 by pupils at school **through social media**. 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 and members of Student Government which marks critical points on drawings of both the indoor and outdoor environments.

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. The results of the safety round can be found in 4.1.

3.2 Discussions of the Relevant Concepts In order to get a common understanding of relevant concepts such as respect, safety, discrimination etc., student discussions are planned. The discussion occurs with the student council at Guld and Student Government at Götaberg. They then take these thoughts and ideas back to their classes. Relevant parts of these discussions will be incorporated into the Well-being Plan under 4.2.

3.3 Emotional understanding and application

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 Plan days). The legally based grounds for discrimination according to the Swedish Discrimination Act are considered appropriate to work with in the following grade-level groups according to the reasons stated below:

During 2018-19 students will relate the concept of citizenship under the following grounds for discrimination.

- Gender Identity & Sexual Orientation
- Sex
- Functional impairment
- Ethnicity

- Religion and other beliefs
- 'The Golden Rule'

The students in these years are working on this big idea as they learn about basic socialisation.

At Götaberg the students work on a chosen concept and also research into what the concept means. They do this through varied group work and activities.

Chapter Four – Analysis of our Self-study

4.1 Results of Campus Safety Rounds

- First Floor was highest and most common on most of the lists for needing more light, being too narrow and crowded, and containing too many places to hide.
- The students described the Fifth Floor as being far away, less visited, unfamiliar and dusty in the specific science displays.
- Specifically, an older student suggested the need for cameras or more supervision since students on the first floor can too quickly hide personal belongings if your back is turned from your locker.

4.2 Results of concept discussions

4.3 This is what it's like at ISGR – (these are a series of quotations from Göta 2016-2017)

ISGR has been the reason for me to meet many of my best friends so it means quiet a lot to me. i have also learnt a lot here. education, laughter and communication Respect of others, Diversity and equality ISGR is a good place to be. I have good lessons and I get to be with my friends. ISGR means learning new things and improving. School Friends Homeworks

4.4 This is how we would like it to be at ISGR –

Chapter Five- Detection and Resolution

Routines for checking on student well-being: a) Special routines for new students

- Initial family visit
 - Class buddy
 - Extra support from the English as An Additional Language teacher where appropriate
 - The class teacher/advisor has close contact with the family through emails etc.
- Responsibility: Admissions department and class teacher.

b) Routines for the whole school student population

- Feelings of safety and well-being are taken up during student development talks.
 - Safety round with students.
- Regular discussions with individual students in class.
- Student Government at Göta.
 - Social well-being survey.
 - 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 are informed if an incident or violation occurs. The mentor/class teacher and parents are 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 and **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 did 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 if an incident of harassment 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

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 due to the in-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 will 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 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), 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 climate that shall apply 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 Skolverkets guidelines, 'Prevent discrimination and violating behaviour, promote equal treatment' (2009).

ISGR works to promote equal treatment and prevent harassment through

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 and student councils to create a "sense of belonging" in the groups. Responsibility: Class teachers and student council.

✎ The adults always consciously control group composition and placements in the classrooms 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 protected. The break supervisors' duties are to help and support the students during the break. In addition, the school has employed a member of staff as Safety Officer in the PE change rooms. Responsibility: Principal.

✎ We have scheduled cross team activities when mixed section-groups are created and also "whole school activities". These are several times per term to promote a sense of belonging at the school. Responsibility: The pedagogical staff and the Educational Management Group.

At Göteborg, the Dean of Students organizes events and activities to create a positive environment.

Staff and students working actively with the IB profiles and the school's well-being plan on a daily basis. Responsibility: All staff.

✎ The Student Health Team meets once a week to take up student

concerns

✎ We have school management close at hand and easily accessible at the school. Responsibility: Principal.

✎ The principal is responsible for keeping up to date and spreading information concerning equal opportunities work at Göteborg/Guldheden. Responsibility: Principal

Chapter 6 Objectives, promotion and prevention measures

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.
- ✎ Common rules of conduct for a better peaceful working environment as well as increased sense of security both in class and during breaks.
- ✎ Developing the work of Student Government (at the Göteborg campus), so that this is made clear to everyone at the school.
- ✎ Extend the 'buddy' system for all new students at the school.

6.2 Areas for improvement and objectives linked to our definition of 'the grounds for 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 learning situation.

Activities that promote equality

- ✎ 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 learning situation for students 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.

Proactive Measures: Activities that raise awareness of Ethnicity, religion and beliefs

- 🎬 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

Proactive and preventative

measures:

- 🎬 All staff will take available opportunities to respond to students' attitudes and beliefs surrounding ethnic similarities and differences, democracy and equality.
- 🎬 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 Days to embrace diversity and create an

understanding of each other's differences and we celebrate UN Day. We also have Cultural Days. 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

Proactive and preventative 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

Proactive and preventative 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 (Göteborg Campus)
- We organise Love Week every year to create mutual understanding (Göteborg Campus).

Responsibility: Teaching staff

6.3 Monitoring and evaluation

Every year in the spring term.

- 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.
- Each class also carries out an evaluation of the promotion, protection and prevention measures
- Other opinions about the plan are collected.
- In connection with this, all students must complete a questionnaire with questions on equal treatment, security and influence in school. If necessary, surveys may also be carried out.
- The views of Parent Council and the school board will be utilised.
- The work teams and classes discuss the protection and prevention measures which should be prioritised in the coming school year
- The staff decides which objectives should be included in the following year's plan.
- The deputy principals are responsible for compiling the evaluation in writing. They are 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 each year, and is part of the school's systematic quality work.

The principals are responsible for the evaluation and work on the well-being plan.

Procedures for cases of harrassment – Flow chart

Explanations to Flow chart Götaberg Campus

1 Incident. All incidents are reported on a form and filed in the DP's office. If the report is marked as a harrassment incident it is handed to the advisor.

2 Meeting I. The advisor and/or the DP holds an individual meeting with all reported students.

3 Depending on the incident, the case can go straight to 7.

4 Follow-up I from meeting I.

5 Finished and filed. If the case is cleared it is closed and filed.

6 Incident repeated. The reported student continues his/her actions.

7 Meeting II. The case has escalated to a higher level. Parents are informed and called to this meeting together with the student, Principal and advisor and other required parties.

8 Follow-up II from meeting II.

9 Finished and filed. If the case is cleared the case is closed.

10 Incident repeated. If the reported student still continues his/her actions, the case is considered serious and the responsibility is handed over to the Principal.

11 Meeting III. This meeting is held by the Principal and final decisions are taken on how to handle the case.

Incident Report Form

Student name: Grade:

Date and Place of Incident:

Description of event:

Action taken:

Name: Position:

Signatures of all involved

Review date where appropriate:

Appendix 1a

Case No _____

Discussion 1 with the alleged perpetrator

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

Witnesses (any appendices to be attached)

The student admits the violation Yes No

The student understands the severity of the occurrence and declares that it will not happen again

Yes No

- Student informed of the continuing process

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

Appendix 2 Case**No - _____****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 Yes No
Follow-up Action Plan

Student informed of the continuing process

Follow-up 2: Date ____ - ____ - ____, Time _____
Prepared by: _____

Appendix 2a**Case No - _____****Discussion 2 with the alleged perpetrator**

versus _____ (the subjected person's name)

Date ___ - ___ - ___, Time _____

The perpetrator's name _____ class _____

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

This is how the alleged perpetrator of the violation 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. Yes
 No

The student understands the severity of the occurrence and declares that it will not
happen again
 Yes No

- No further violations have occurred

- Student informed of the continuing process

Prepared by: _____

Appendix 3

Case No - _____

Discussion 3 with the subjected student

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 month (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 No further violations have occurred Yes No Follow-up Action Plan

- Student informed of the continuing process
- The investigation is closed

Prepared by: _____

Case No - _____

Appendix 1

Discussion 1 with the subjected student

Date ___ - ___ - ___, Time_____

Discussion with _____ in class_____ who has been subjected to

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 Plan

- Student informed of the continuing process

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

Prepared by: _____