



**International School of
the Gothenburg Region**

The Well-Being Plan

ISGR

**A plan to ensure equal treatment of staff and students
(Plan mot Kränkande Behandling)**

**This plan is valid for the school year 2020–2021,
and will be revised annually with students and
staff at the school.**

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Chapter One - Objectives and responsibilities

Objectives

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 actively promotes a greater tolerance for social diversity and aims to combat all forms of discrimination and other degrading treatment. The principle of equal opportunities and student and staff well-being should permeate all school activities.

Everyone (students, families and staff) should feel that they have the same rights, responsibilities, opportunities and influences in school regardless of gender, ethnicity, religion or other beliefs, sexual orientation or ability.

Responsibilities

The goal is for all students to feel safe in their work environment during lessons and breaks. We work preventively against all forms of abusive treatments through our daily core values and individual actions in small and large forums. We are convinced that by being attentive, responsive and by having a good collaboration between school and home, we can create a respectful and friendly climate that includes all students. This work must constantly live and develop. We are working purposefully and continuously to make ISGR a pleasant and safe school for students and staff. To ensure that, we follow the procedures below:

- Classroom placement: Teachers group students at the end of each year to create new classes in the International section. Teachers are responsible for making seating charts and creating groups for group work.
- Teams in sports: Teachers create the teams when students play sports.
- Everyone's students: All adults are responsible for stopping and intervening in case of unpleasant language, conflicts or play-fighting. If we do not intervene, it can be interpreted as we accept the behavior.
- Teachers on break duty: Break duty is compulsory and each teacher has an assigned time and location.
- Cross team meetings: We meet to create good relationships between classes within the two sections. Teachers' positivity and enthusiasm for these activities will encourage students to feel the same.
- Health talk: The school nurse has health talks with students in Grades 4, 5 and 8 where great importance is attached to the students' physical and psychosocial health.
- Student council: Representatives in the student council meet and talk with adults about the school environment.

- Student Support Team: School nurse, counsellor, psychologist, learning support teacher, Principal work together to support students health and well-being.

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 equal treatment and prevent degrading treatment.
- A policy is available, evaluated and revised in collaboration with staff and students.
- 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.
- Any incidents of discriminatory behaviour are reported to the head of school.

Staff members are responsible for

- Complying with the school's well-being plan.
- Ensuring equal treatment.
- Being sensitive to the social interactions across the schools sections, in class, in the playground and after-school care.
- Together with the students, developing class and school rules of conduct (essential agreements).
- On a day to day basis, talking with the students about conflict resolution and dealing with conflicts as they arise.
- 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 work with the school with regard to handling potential degrading treatment and conflicts when they arise.
- Support their children in being good friends.

The staff at the school expects students

- To denounce discrimination and degrading treatment that occurs in school.
- To be caring and friendly to each other and comply with the school essential agreements.

Chapter Two – Evaluation of the School Environment

Evaluation of the School Environment

Each year at Guldheden and Götaberg the safety round is carried out with the student council representatives from grades 3-5 and 6-9. The group is accompanied by the ISGR Safety Officer and an adult who keeps notes. The intention is to make an assessment of the various areas of the school building as well as the school yard. This is done in order to get a common understanding of relevant concepts such as respect, safety, discrimination etc.

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 and possible improvements are documented in Chapter 4.

Chapter Three - Goals, promotion, prevention and monitoring

Goals

The ISGR Essential Agreements (common rules of conduct) were made with input from staff and student council with the following intentions:

- Shared agreements help us use shared spaces; corridors, school yard, bamba, library, PE changing rooms, toilets and reception.
- To create a peaceful working environment
- Essential agreements are part of our daily dialogue.
- All staff and students are responsible for following the agreements.
- Increased sense of security in class and during breaks

We cooperate and care	Vi samarbetar och bryr oss om varandra
We look after our environment	Vi tar hand om vår skolmiljö
We move safely	Vi rör oss säkert
We use words and actions wisely Stop think say Stop think act	Vi använder ord och handlingar på ett klokt sätt Stanna tänk tala Stanna tänk handla

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

- Increasing student collaboration within and between the various sections (International/ National) to promote understanding and unity, regardless of background through regular cross team events.
- Recognising the value of respecting each other's differences - new cultural committee created to promote awareness of special events and festivals.
- Respect should be recognised as an attitude to be cultivated.
- Caring and principled community of learners.
- Developing the work of the student council so that this is made clear to everyone at the school.
- Work towards a better environment in the changing rooms.
- All teachers listen to students' needs regardless of which section they work in.

Mindfulness

At Guldheden we have started a mindfulness programme, initially with Grade 4 students, but the plan is to extend this to other grades. The school supported the school nurse and two of our teachers to be trained as Mindfulness instructors. They have now started to train other members of staff so that a whole campus mindfulness programme can be implemented.

Responsive Classroom

Responsive Classroom is a social and emotional programme which has been used in the pyp section for several years with good results and improvement in well being. This approach is slowly being adopted in the Swedish section at Guldheden and is mirrored by the Götaberg campus under the name of Restorative Practices. More information

<https://www.responsiveclassroom.org>

Promotional Activities

The Well Being Plan is presented and implemented:

- For all students at the start of the school year
- At parent meetings at the start of the school year
- At Class and Student Council meetings
- Throughout the Well Being Weeks
- When introducing new students and guardians
- When introducing new staff
- At a team meeting at the beginning of a new academic year
- On ISGR's website

Preventative Measures

Staff and teachers find time to discuss diversity in order to increase students' empathy for people different from themselves.

Action steps: Take available opportunities to respond to students' attitudes and beliefs surrounding gender, ethnicity, religion or other beliefs, sexual orientation or ability.

- Organise a yearly international and culture week
- Plan and adapt the school premises and activities for the different needs of students, staff and guardians with disabilities.
- Work to increase awareness among students and staff of various disabilities.
- Adapt working methods and materials on the basis of students' needs..
- Be inclusive of various family structures

Staff and teachers find time to create a strong community:

- Feelings of safety and well-being are included in the student development talk.
- Morning meetings using "Responsive Classroom" (Guldheden Campus)
- Student council representatives meet the Deputy Principals or Principals regularly each term.
- 'Student led playtime activities' - At Guldheden Campus, the school has introduced a programme (Trivselledare) which 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.
- Scheduled cross team activities

Routines for welcoming new students

- Initial family visit
- How students feel about school is taken up at the first developmental talk
- Buddy system for new students
- Extra support from the English Language Acquisition teacher where appropriate
- The class teacher/advisor has close contact with the family through emails etc.
- Staggered start for the Foundation class

Monitoring

The Well-Being team (EHT, Principal and DP) is responsible for the evaluation and work on the well-being plan.

At the end of each year-

- Students complete a survey with questions on how they feel in school.
- The views of individual parents are collected.
- High absence of students reported to EHT with follow up
- EHT meets each week and takes up issues of current student welfare.

- The principal is responsible for keeping up to date and spreading information concerning well-being work at both campuses.
- Principals, Deputy Principals and student health teams discuss the protection and prevention measures which should be prioritised in the coming school year, from the results of the survey.
- Monitoring and evaluation of the plan will be completed by June of the school year, and is part of the school's systematic quality work.

Chapter Four – Annual themes

This section will explain how we will work together to strengthen our school community in 2020-2021.

Annual Themes - Whole School

In order to develop a deeper conceptual understanding of what we want to achieve at ISGR there are theme days and weeks when students deal with important issues and concepts.

The following areas are covered:

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

Annual Themes - Guldheden Campus

This year we are working on our new Essential Agreements through the student council, whole school staff meetings and our themed well-being and community weeks. These were introduced as students had requested to have the same rules for both sections and for the common areas to be calmer and feel safer.

Guldheden Campus Student Essential Agreements

We cooperate and care	Vi samarbetar och bryr oss om varandra
We look after our environment	Vi tar hand om vår skolmiljö
We move safely	Vi rör oss säkert
We use words and actions wisely Stop think say Stop think act	Vi använder ord och handlingar på ett klokt sätt Stanna tänk tala Stanna tänk handla

The students will talk about and work with the Well-being plan through themed weeks – health week in the Autumn term and community week in the Spring term. This work will be done both section wise and ‘cross team’, and the activities will be done together.

To help build community and Well Being at Guldheden we collaborate together through the following groups and activities.

- Student Council
- The sustainability group
- Cultural Awareness Committee
- Weekly or Fortnightly Cross Team Activities
- Whole school sports days
- Trivsellärare - break duty activities
- Well Being Week
- Culture Week
- Reading Festival

Annual Themes - Götaberg Campus

In the Spring of 2019 we gave a Student Well Being survey. This is what students said they feel at our campus.

- We feel respected
- We feel equally treated
- We feel safe during our breaks
- We feel included
- We feel safe
- We feel listened to
- We feel happy coming to school

In that same survey this is what the students said they would like to see at Götaberg Campus

- Study friendly classrooms
- More adults on breaks and in bamba
- More focus on Klassråd and Student Council
- More focus on the Well Being Plan
- Lots of places to sit during breaks
- Student Centre for all classes every day
- Nicer environment in bamba
- Signs in English in Bamba

According to this feedback, we started many new initiatives along with our old traditions to strengthen our community, discuss important issues, and celebrate the diversity of our school.

- Dean of Students
- Queers and Allies (Q&A)
- The Green Team
- Stand Against Racism (Stand) - New this year
- Mobile free school

- Love-U-ary grades 6-10
- Restorative Meetings
- X-cross team advisory activities: Winter Olympics and Scavenger Hunt
- Lessons on Microaggressions, Toxic Masculinity and LGBTQ rights
- Ski trip grade 6
- Camp grade 7 (will not happen due to Covid-19)
- Fånarna på Farmen grade 9 (will not happen due to Covid-19)
- Student Center open to all students every day

Chapter Five – Problem-solving conference

Definitions

According to the Swedish Discrimination Act and the Swedish Education Act, the school must actively work to prevent and protect students and adults from being subjected to discrimination, harassment and degrading treatment.

Discrimination: is when someone in the school, for unjustified reasons, treats a student in an inferior way 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: means that a student or adult is disadvantaged and this has a direct connection to e.g. the student's gender.

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 or adult on the basis of gender, gender identity or expression, ethnicity, religion or other belief, functional impairment, sexual orientation, and age.

Harassment: is defined in the Swedish Discrimination Act as conduct that violates a student'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. In cases of harassment a student or staff member feels 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.



Harassment and degrading treatment: is conduct that violates a student or staff's dignity. Harassment and degrading treatment could be:

- Physical
- Verbal
- Psychosocial
- Texts, pictures and social media

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

Sexual Harassment: is harassment of a sexual nature. This may involve unwelcome touching, groping, jokes, suggestions, looks or images that are sexually explicit and perceived as degrading.

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

If any of the above incidents occur then we will take a Responsive Classroom approach to repairing the harm.

Explanation of Problem-solving conference

Problem-solving conference is part of Responsive Classroom and aids the acceptance of cultural differences by offering an equitable process where all members of a community feel valued and heard, and in turn, are more likely to bring their best self to the community.

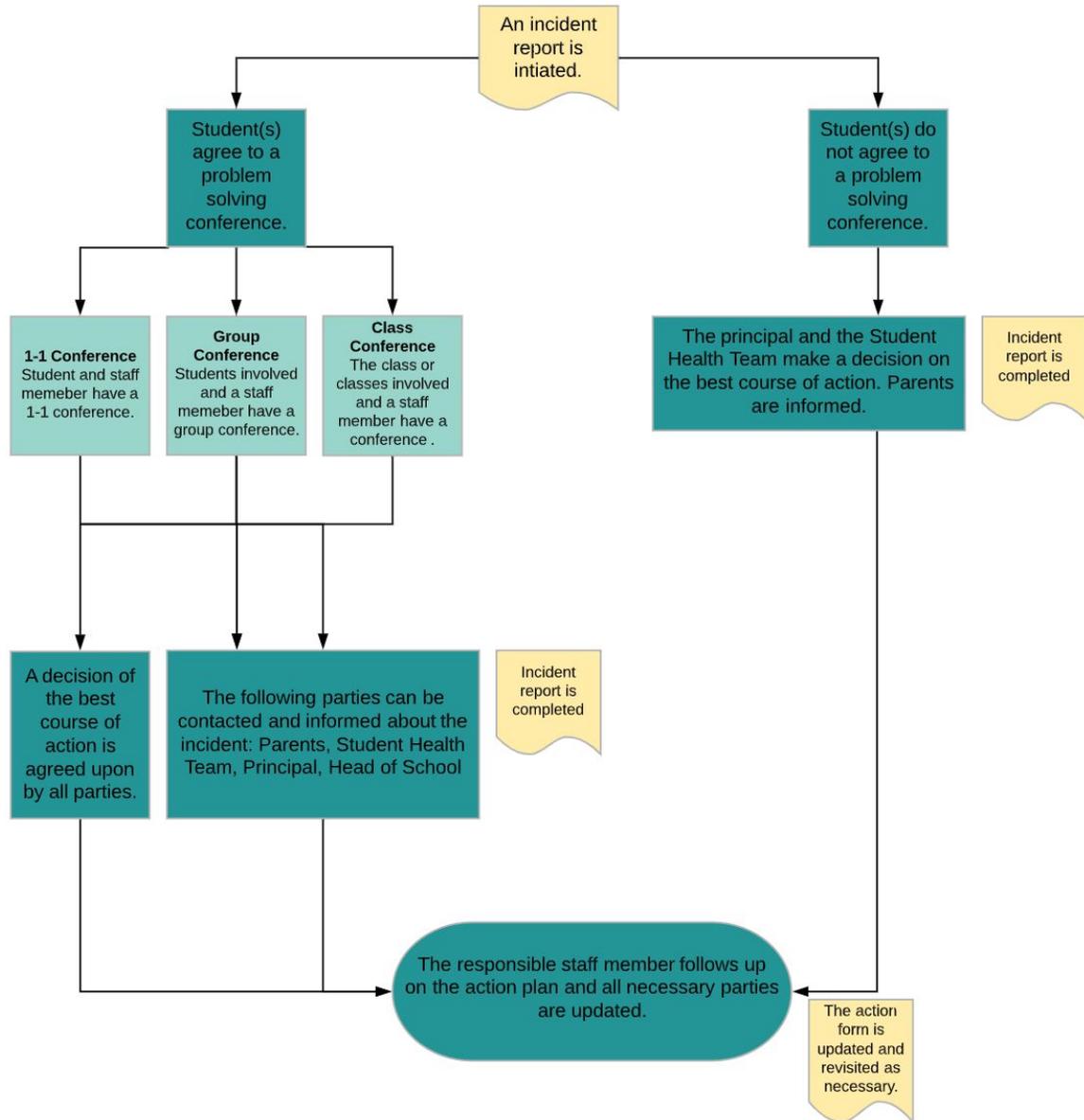
Through problem-solving conference, members of the school community will:

1. have an opportunity to be heard
2. understand the greater impact of one's actions
3. learn to take responsibility
4. repair the harm one's actions may have caused
5. recognize one's role in maintaining a safe school environment
6. build upon and expand on personal relationships in the school community
7. recognize one's role as a positive contributing member of the school community.

The following documents are used by all staff as necessary following a case of harassing behaviour. That is a noteworthy or repeated incident or physical injury relating to harassment or discrimination based on gender, gender identity or gender expression, ethnicity, religion or other belief, functional impairment, sexual orientation, age or violation of dignity. Minor incidents and accidents should be dealt with by an appropriate staff member and do not require an incident report.

Incident Flow Chart

When an incident occurs, the process is as follows:



Update January 15 2021.



**Use this sheet as you plan and conduct the conflict resolution meeting. Write down what you will say in pencil. Write down during the conference in pen to record what happens. This way you are prepared to use positive and collaborative language and you'll have a record for when you check-in.*

Student-to-student (1 to1) Conference: should only be used with students with equal power. For example; If there is a dominant child and shy child involved, a student conference with the dominant child might be used along with an apology of action.

Students:

Date:

Time and place:

<p>Step 1 The children cool off.</p>	<p>'It looks like you could us a little cool-off time...come back with an 'I' statement when you are ready' 'Take a rest and return when you are ready to talk'</p>
<p>Step 2 Children us 'I' statements to share their perspectives.</p>	<p>I feel/felt _____ when I see/saw (hear/heard) _____ because _____. What I would like is _____.</p>
<p>Step 3 Children use 'I' statements to state their understanding of the other's point of view. (This continues until both students feel they have been heard and helps avoid misunderstandings)</p>	<p>You didn't like it when _____ because _____. You think _____.</p>
<p>Step 4 Children brainstorm possible solutions. (It is important that there is no judgement and children can freely brainstorm together)</p>	<p>Next time I could... Next time we could... I could make sure that... I could plan ahead to.... We could ask...</p>



Step 5 Together the children choose a solution to try.	That sounds okay. I can try that, can you?
Step 6 Together the children make a plan and shake hands or smile or...	Okay, so next time I will...
Step 7 Choose a time to check-in on how it's going.	Date to check-in on the plan: _____

Signatures:



Use this sheet as you plan and conduct a **group conference. Write down what you will say in pencil. Write down during the conference in pen to record what happens. This way you are prepared to use positive and collaborative language and you'll have a record for when you check-in.*

Student:

Date:

Time and place:

<p>Step 1 Establish the purpose of the conference.</p>	<p>I want to talk to you about... How do you think it is going with... Tell me about...</p>
<p>Step 2 Re-affirm the teacher-student rapport. Set a positive tone.</p>	<p>I've noticed that you...(state a positive) I appreciate that you...</p>
<p>Step 3 Talk about the problem area: what the teacher notices and what the student notices. Agreement on the problem area.</p>	<p>I have noticed that it doesn't work when.. I'm wondering if... What have you noticed?</p>
<p>Step 4 Name the behavior as a problem and why it is a problem.</p>	<p>It's important that...so that... When this happens...it can cause... When I see you...I notice that...</p>
<p>Step 5 Invite the student to work with the teacher on the problem.</p>	<p>I would like to help you with this... Would you like to work together on... *This is a place to stop the conference and state the classroom agreements if the student doesn't see the behavior as a problem or does not want to collaborate with the teacher.</p>
<p>Step 6 Explore the cause of the problem.</p>	<p>Might it be... Could it be... Why do you think...</p>

	<p>I'm wondering why... Sometimes when..it could be because...</p> <p>Use prompting to arrive at the cause of the problem with the student.</p>
<p>Step 7 Articulate a clear, specific goal to work on together.</p>	<p>I want to help you with... What if we think of some ways to...</p>
<p>Step 8 Invite the student to make a solution. Choose one to try.</p>	<p>What might help you... We could change... A different way could be...</p>
<p>Step 9 Set a time for a 'how are things going?' check-in.</p>	

Signatures:



Incident Report

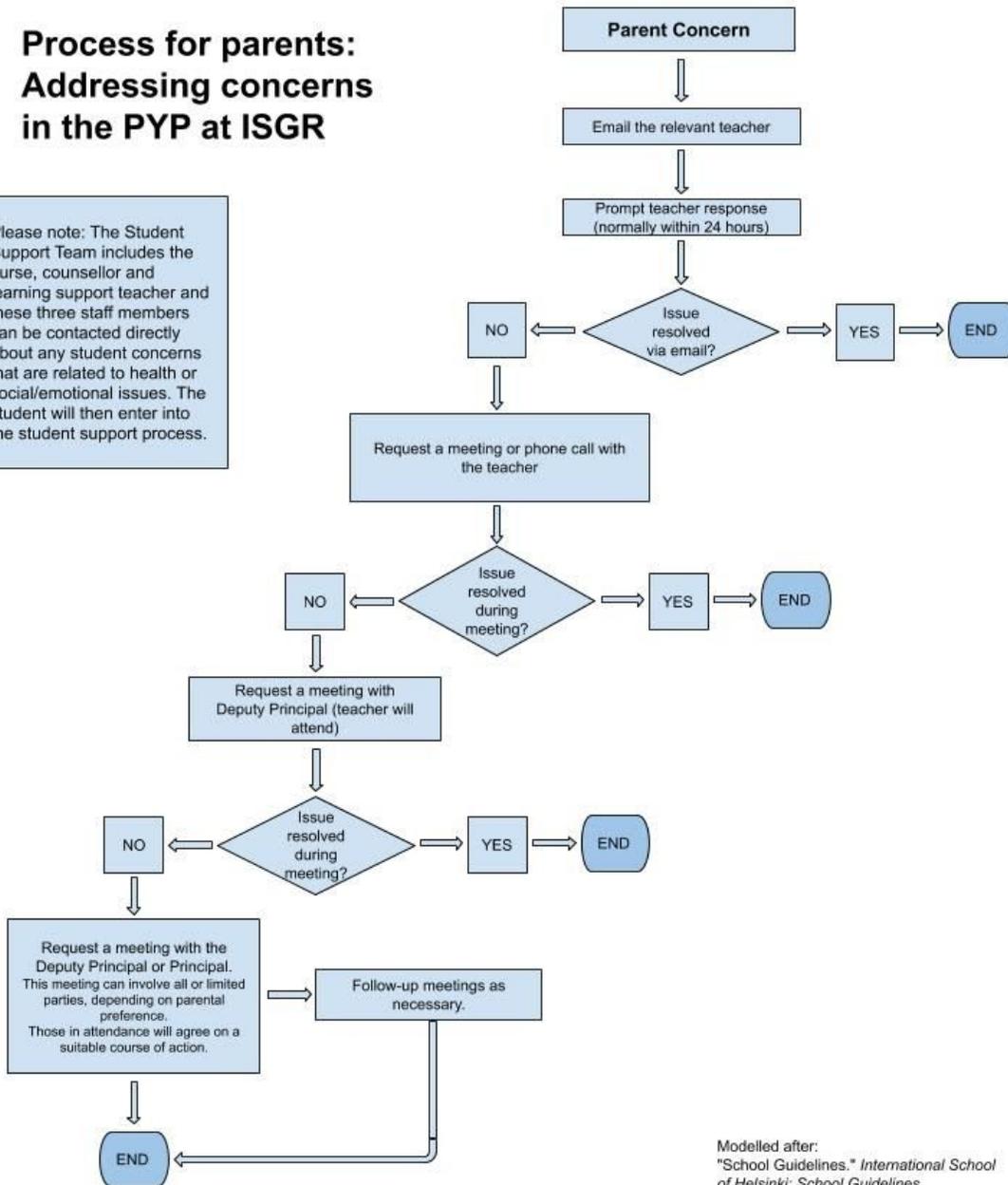
(Guld Campus)

The staff member who witnesses or receives the information about harassment should complete the incident report and hand it to the principal.

Staff Member Reporting:	Date of Reporting:	
Names of all students involved: (name, grade)		
Date and Location (physical or online) of Incident:		
Description of Incident (based on your observations and student reflections): <input type="checkbox"/> The incident is a form of discrimination		
Actions Taken: <input type="checkbox"/> Asked all students involved to answer the reflection questions <input type="checkbox"/> Asked students if they would be willing to participate in a Restorative Meeting <input type="checkbox"/> Contacted parents to inform them of the incident and next steps		
Parent Name	Date of Contact	Brief description of call or email
Principal Signature: _____ Date: _____		
Head of School Signature: _____ Date: _____		

Process for parents: Addressing concerns in the PYP at ISGR

Please note: The Student Support Team includes the nurse, counsellor and learning support teacher and these three staff members can be contacted directly about any student concerns that are related to health or social/emotional issues. The student will then enter into the student support process.



Modelled after:
"School Guidelines," *International School
of Helsinki: School Guidelines*.
International School of Helsinki, 2010.
Web. 02 Feb. 2017.

Restorative Meeting Gota Campus

Present at the meeting (name and role):

Date and location of the meeting:

Agenda

1. Welcome
2. Meeting Agreements
 - a. Respect the Talking Piece (eg soft toy, ball etc)
 - b. Speak from the heart - open and honest communication
 - c. Listen from the heart - give the person your full attention
 - d. Honor confidentiality - what is said in the circle, stays in the circle
3. Purpose is for students to share their experience of what happened, to discuss who was harmed and how, and to create a consensus for what the offender can do to repair the harm from the offense
4. Students share the answers to the questions

Person who was harmed	Person who caused the harm
1. What happened? Vad hände? 2. What did you think when you realized what had happened? Vad tänkte du, när du förstod vad som hade hänt? 3. What impact has this incident had on you and others? På vilket sätt har händelsen påverkat dig och andra? 4. What has been the hardest thing for you? Vad har varit svårast för dig? 5. What do you think needs to happen to make things right? Vad tror du behöver göras/hända för att det ska bli bra igen?	1. What happened? Vad hände? 2. What were you thinking of at the time? Vad tänkte du på när det hände? 3. What have you thought about since then? Hur har du tänkt sedan dess? 4. Who has been affected by what you have done? In what way? Vem har påverkats av det du gjort? På vilket sätt har de blivit påverkade? 5. What do you think you need to do to make things right? Vad behöver du göra för att det ska bli bra igen?

5. Students write agreements

Agreements:

Name and signature of students:

6. Thank participants and remind them about honoring confidentiality

Reflection Form Gota Campus

Directions for staff member: Please circle the questions you would like the student to answer.

Directions for student: Please fill out the questions you are asked to answer in the space provided below. Please be specific and use names, times and locations as much as possible.

Person who was harmed	Person who caused the harm
1. What happened? Vad hände? 2. What did you think when you realized what had happened? Vad tänkte du, när du förstod vad som hade hänt? 3. What impact has this incident had on you and others? På vilket sätt har händelsen påverkat dig och andra? 4. What has been the hardest thing for you? Vad har varit svårast för dig? 5. What do you think needs to happen to make things right? Vad tror du behöver göras/hända för att det ska bli bra igen?	1. What happened? Vad hände? 2. What were you thinking of at the time? Vad tänkte du på när det hände? 3. What have you thought about since then? Hur har du tänkt sedan dess? 4. Who has been affected by what you have done? In what way? Vem har påverkats av det du gjort? På vilket sätt har de blivit påverkade? 5. What do you think you need to do to make things right? Vad behöver du göra för att det ska bli bra igen?

Notes



Incident Report

(Göteborg Campus)

Staff Member Reporting:	Date of Reporting:	
Names of all students involved: (name, grade)		
Date and Location (physical or online) of Incident:		
Description of Incident (based on your observations and student reflections): <input type="checkbox"/> The incident is a form of discrimination		
Actions Taken: <input type="checkbox"/> Asked all students involved to answer the reflection questions <input type="checkbox"/> Asked students if they would be willing to participate in a Restorative Meeting <input type="checkbox"/> Contacted parents to inform them of the incident and next steps		
Parent Name	Date of Contact	Brief description of call or email
Principal Signature: _____ Date: _____		
Head of School Signature: _____ Date: _____		