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Next update due:

The Well-Being Plan

ISGR

A plan to ensure equal treatment of staff and students

This plan is valid for the school year 2021–2022, and will be revised annually with students and staff at the school.

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I. Definitions of Degrading Treatment

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: 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. What is common in cases of harassment is that it makes a student or staff member 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.

Harassment and degrading treatment could be physical, verbal, psychosocial, through texts, pictures and/or 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 Restorative Practices approach to repairing the harm.

II. Aim, Goal and Responsibilities

Aim

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.

Goal

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.

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 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 promptly reported to the head of school.

The Deputy Principal is responsible for ensuring that

- The evaluation and update of the well-being plan. The evaluation is carried out yearly in January and follows the schools quality assurance procedure.

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 pre- and after-school learning.
- Understanding and following 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 according to the flow chart.
- Following up cases under investigation, of discrimination and degrading treatment.

Parents are encouraged to

- Denounce discrimination and degrading treatment that occurs in school.
- Work with the school with regard to handling potential degrading treatment and conflicts when they arise.
- Support their children in being good friends.

Students are expected to

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

III. Data collection, identification and problem-solving

Guldheden Campus

Data collection & Identification

Throughout the year we monitor student well-being through the following:

- Campus Safety Round
- Discussions in the Student Council
- Classes observations
- Report of Degrading Treatment
- Student well-being survey
- Parent Survey
- Student absences are followed up, and if necessary reported to the Student Health Team. The Student Health team meets once a week to discuss student well-being.
- Collaborative meetings take place on a weekly basis between The Student Health Team and class teachers.

At the end of the year we analyse the data and observations and then identify areas of improvement when it comes to degrading treatment for the following school year.

Problem-solving

The goals for the previous academic (2020-2021) were as follows:

After analysing the students' feedback, we at ISGR continued 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.

Reflection of the 2020-2021 goals are as follows:

- Due to the pandemic, Cross-Team activities and new group constellations were not possible. Despite this, the Trivselledare continued their work with the students during break times, ensuring collaboration of students across both sections in outdoor games and activities.
- The Student Council continued their collaborative work, focusing on the school goals. Theme Days allowed students to share common activities without mixing in order to abide by the covid-19 regulations.
- Whole school meetings of ISGR Guldheden staff to promote the essential agreements and make sure that we meet and listen to the students in a similar manner as well as fashion a culture of respect and care. Teaching staff across LGRP and PYP also collaborated through Responsive Classroom in addressing issues of thorny behaviour in a like-minded approach.
- The changing room environment was improved due to the cancellation of classes in the middle school which eased congestion.
- The IB learner profile exists for PYP. Lgrp could adopt these attributes in the future.

Guldheden identified goals

The identified goals for school year 2021-22 are as follows:

- **Student Agency**

During the academic year, we aim to strengthen student agency, making the students more aware of the opportunities to influence their learning and learning environment.

The aim is to increase the student response by 5% in the 2021-2022 Student well-being survey.

- **Essential Agreements**

We will continue to work actively with our Essential Agreements that were developed by the Guldheden School community. The aim is to focus mainly on: 'How we cooperate and care' and 'We use words and actions wisely. We stop and think before we say and stop and think before we act'.

The aim is to increase the student response by 5% in the 2021-2022 Student well-being survey.



Göteborg Campus

Data collection

- Students complete the Well-being survey during their advisory class. There are 8 sections of the survey
 - Teaching and Learning (ex: I take responsibility for my own studies during the school day.)
 - Behavior (ex: I take these actions to make sure my classmates feel included inside and outside the classroom.)
 - Safety (ex: There are adults at school to speak with if I need or want help.)
 - Participation and Influence (ex: I know who my Student Government representative is.)
 - School Environment (ex: There is a peaceful study environment at school.)
 - Sustainability (ex: At ISGR we follow eco-friendly practices.)
 - One School (ex: I have at least one friend from the other section.)
 - Online Learning (only for this year) (ex: Which do you prefer? Online or in person learning)

Identification

	6th - LGRM	6th - MYP	7th - LGRM	7th - MYP	8th - LGRM	8th - MYP	9th - LGRM	9th - MYP	10th - MYP
Teaching and Learning	87	94	91	90	88	88	83	88	85
Behavior	79	92	82	91	74	86	75	86	86
Safety	77	91	78	83	74	80	62	82	81
Participation and Influence	75	78	60	78	46	70	32	66	49
School Environment	66	81	67	67	59	68	52	62	44
Sustainability	63	86	75	86	60	86	73	82	75
One School - Yes, I have a friend in the other Section.	62	47	64	30	69	43	55	39	32
Online Learning - I prefer in school learning	n/a	n/a	83	77	72	69	68	76	70
*Percent of students giving a 3 or 4 (good or very good) on each question. *Scale was 1-4									

Problem-solving

Göteborg identified Goals

- **Goals for School Year 2021-22**
 - Increase scores for Participation and Influence from 62% to 75% by working to create a strong Student Government program.
 - Increase Sustainability scores from 76% to 80% by creating a school wide recycling program.
 - Increase One School score from an average 49% to 60% of students saying they have a friend in the other section by building in X-team advisory activities.

Göteborg and Guldheden Campus - Common Goal

60% of students say they have a friend in the other section

IV. Preventative & proactive measures

Guldheden Campus

Preventative measures

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
- Increased sense of security in class and during breaks

All staff and students are responsible for following the 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 well-being plan is presented and/or implemented as follows:

- In the beginning of the academic year for all students and guardians
- To incoming new students and guardians throughout the school year
- In the beginning of the academic year for new staff members
- During Student Council meetings
- During the Health and Well-Being week
- On the ISGR website

Responsive Classroom

Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. For more information, visit: www.responsiveclassroom.org

Mindfulness

Several teachers and staff members are trained Mindfulness Instructors. They have in turn trained other members of staff who are implementing/practicing mindfulness in their classrooms.

Trivselledare / Student led playtime activities

Structured games and activities are offered by trained staff members and students that promote student well-being and a safer environment during scheduled breaks. For more information, visit: www.trivselledare.se

Social Inclusion - Embracing diversity

- Be inclusive of various family structures
- Staff take available opportunities to discuss and respond to students' attitudes and beliefs surrounding gender, ethnicity, religion or other beliefs, sexual orientation or ability to embrace diversity.
- 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.

Proactive measures

- Morning meetings & closing circles in alignment with Responsive Classroom take place each day.
- Teachers are responsible for making seating charts and creating groups for group work and team sports.
- Classroom placement: Teachers group students at the end of each year to create new classes in the International section.

- Teachers on break duty: Break duty is compulsory and each teacher has an assigned time and location.
- Staff members have pedagogical lunches with students/classes
- 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 Support Team: School nurse, counsellor, psychologist, learning support teacher, Principal, Deputy Principal work together to support students health and well-being.
- Feelings of safety and well-being are included in the student development talk.
- Student Council
- Scheduled cross team activities
- Routines for welcoming new students

Annual Themes - Guldheden Campus

To help build community and well-being at Guldheden we collaborate together through the following groups and activities:

PYP / LGRP / PAL Themes & Activities	
August & September	<ul style="list-style-type: none"> • First 6 Weeks: Building Relationships and Routines • Health & Well-being
October	<ul style="list-style-type: none"> • UN Day
December	<ul style="list-style-type: none"> • Lucia
February	<ul style="list-style-type: none"> • Sports Day
March	<ul style="list-style-type: none"> • Reading Festival
April	<ul style="list-style-type: none"> • Science Day
May	<ul style="list-style-type: none"> • Sports Day
All throughout the year	<ul style="list-style-type: none"> • Student Council • Sustainability Group • Creative School • Cross-Team • Cross PAL



Göteborg Campus

Preventative measures

- Responsive Classroom - Responsive Classroom is a student-centered, social and emotional learning approach to teaching and discipline. It consists of a set of research, and evidence-based practices designed to create safe, joyful, and engaging classrooms and school communities for both students and teachers. For more information, visit: www.responsiveclassroom.org
- Mobile Free School - This is a policy to ensure that students engage with their peers in person and it also minimizes the risk of bullying using pictures and videos.

Proactive measures

- Advisory
 - Orientation - The first days of school are community building activities to create a strong base for each advisory. These lessons are based on Responsive Classroom strategies.
 - Responsive Classroom - Advisories will use Circles each week for community building and also to respond to issues that arise in the community.
 - Monthly Themes - Each month we focus on a different topic to strengthen our community, discuss important issues, and celebrate the diversity of our school.

MYP and LGRM Monthly Themes	
August & September	First 6 Weeks: Building Relationships and Routines
October	Anti-Racism Month: The fight to end racism.
November	Movember: Focus on Men's health.
December	Decem-brrr: Bringing light to darkness. Cozy time with our community.
January	New Year, New You: Reflection and Goal Setting.
February	Love-U-ary: Celebrate the LGBTQ community and Love!
March	Women's March: The fight for Women's rights and celebrating achievement by women.
April	Earth Month: Climate Change Activism.
May	May the Force Be With You: Practicing healthy habits and building grit to make it through assessments.



June	Celebrate!: ISGR Pride Celebration and Graduation
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- Student Clubs - A place for students to gather for support and for fun.
 - Stand Against Racism
 - Queers and Allies
 - The Green Team

- Restorative Meetings - When someone makes a mistake we believe that they should be given a chance to fix it instead of being given a punishment. When things go wrong we bring all affected people together to make sure everyone is heard and that we make things right again.

V. Action Plan for Degrading Treatment

When an incident of degrading treatment (see Preface for definitions) occurs our school uses the following Action Plans.

Through the Action Plans, members of the school community will:

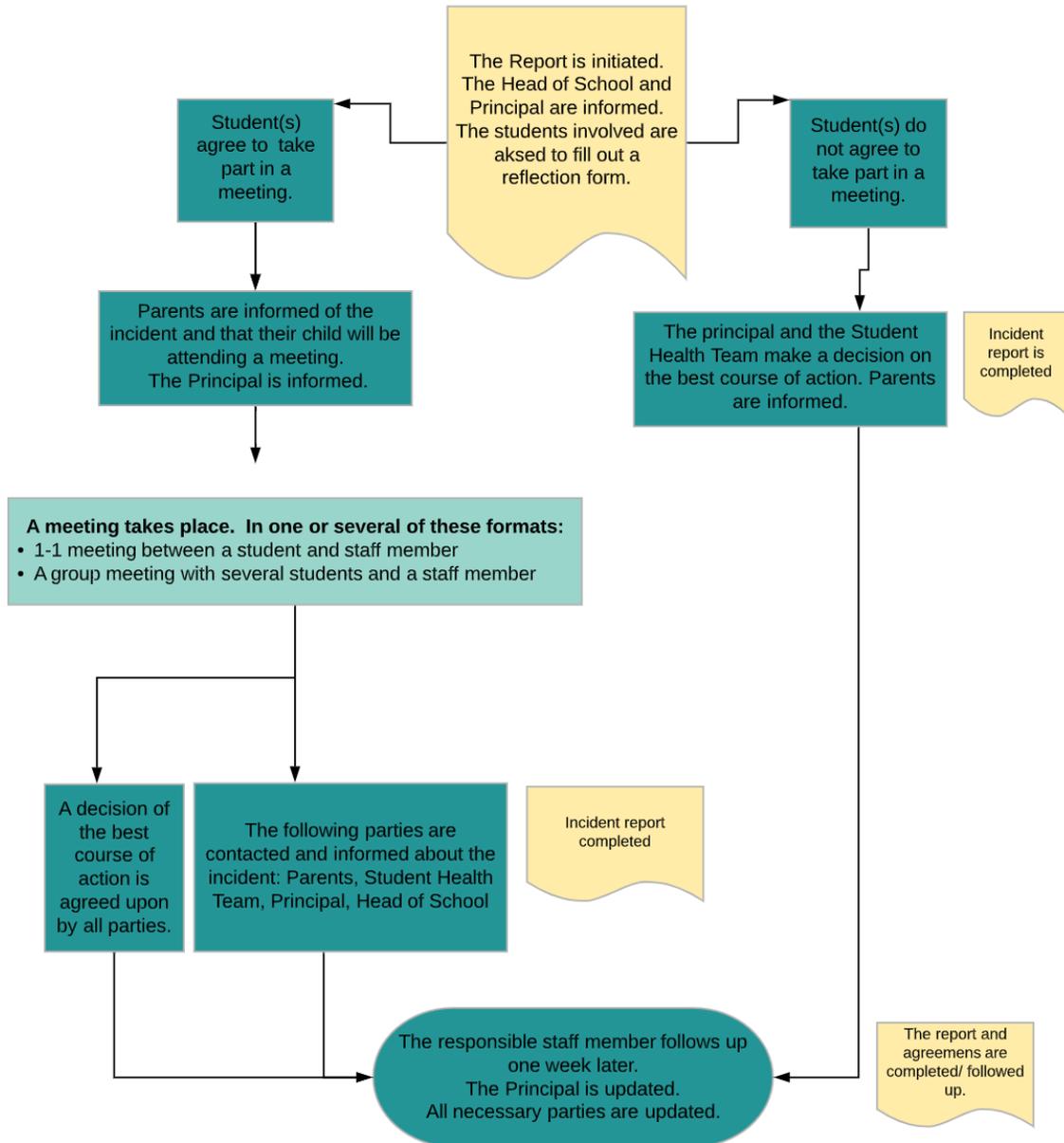
1. have an opportunity to be heard
2. understand the greater impact of one's actions
3. learn to take responsibility
4. repair the harm one's actions may have caused
5. recognize one's role in maintaining a safe school environment
6. build upon and expand on personal relationships in the school community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

The following documents must be used in case of degrading treatment, discrimination or harassment. Incidents that do not fall within the degrading treatment, discrimination and harassment are handled by a suitable adult and do not require a report of abusive treatment but must be documented.

- Flow chart - degrading treatment
- Reporting degrading treatment

Report of Degrading Treatment Flow Chart

When an incident occurs, the process is as follows:



Update 24 May, 2021



Report of Degrading Treatment

The following steps must be carried out and checked off:

<p>I. Report:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1) Report is completed by the staff member who witnesses or receives the information 	<p>III. The meeting:</p> <p>The student(s) is asked to take part in a meeting.</p> <p>3a) Student(s) agrees and takes part in a problem-solving meeting</p> <p>3b) Student refuses to take part in a problem-solving meeting</p>
<p>II. Communication:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2a) The Principal is given the report <input type="checkbox"/> 2b) The Head of School is given the report <input type="checkbox"/> 2c) The EHT are informed/included <input type="checkbox"/> 2d) Parents are informed 	<p>IV. Agreement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An agreement is made <input type="checkbox"/> The agreement is shared with the Principal, EHT and parents <p>One week later:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The agreement is followed up

The Report

Staff Member Reporting:	Date of Reporting:
Names of all students involved: (name, class)	
Date and Location (physical or online) of Incident:	
Description of Incident (based on your observations and student reflections):	



Agreement

Follow-up date:

Communication

Parent Name	Date of Contact	Brief description of call or email

Principal Signature: _____ **Date:** _____

Head of School Signature: _____ **Date:** _____



VI. Appendix

Student conference form

**Use this sheet as you plan and conduct a student 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-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:



Group Conference form

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...</p> <p>*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... 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:

Reflektionsunderlag Lgrp

Riktlinjer: Fråga enskilt alla involverade elever följande frågor och anteckna svaren. Äldre elever kan självständigt svara på frågorna. Notera namn, tid och plats så lång det är möjligt.

Frågor
<ol style="list-style-type: none">1. Vad hände? Vilka var involverade?2. Hur har detta fått dig att känna?3. Vad tänkte du när det hände?4. Vad tycker du behöver göras/hända för att det ska bli bra igen?

Anteckningar:

Lgrp - Problem-solving conference

Syftet med Problem-solving conference är att eleverna får dela sin syn på händelsen, att diskutera vem som råkat illa ut och att komma fram till en överenskommelse vad som behöver göras för att ställa till rätta den skada som skett.

Närvarande vid mötet (namn och funktion):

Datum och plats för mötet:

Introduktion och mötesordning:

- 1 Välkomna alla och eleven väljer en spelpjäs och placerar den på start.
- 2 Förväntningar på mötet
 - a. En person talar åt gången, de andra lyssnar. Om du använder en, så respektera "The Talking Piece" (kramdjur, mjuk boll etc)
 - b. Var öppen och ärlig och använd jag-språk.
 - c. Lyssna noggrant till vad andra säger.
 - d. Respektera sekretessen - Vad som sägs på mötet - stannar på mötet.
- 3 Eleverna svarar på frågorna och lyssnar till svaren genom att följa Fredstrappan - Berätta och lyssna.

Step 1. Vad hände?

Step 2. Hur har detta fått dig att känna?

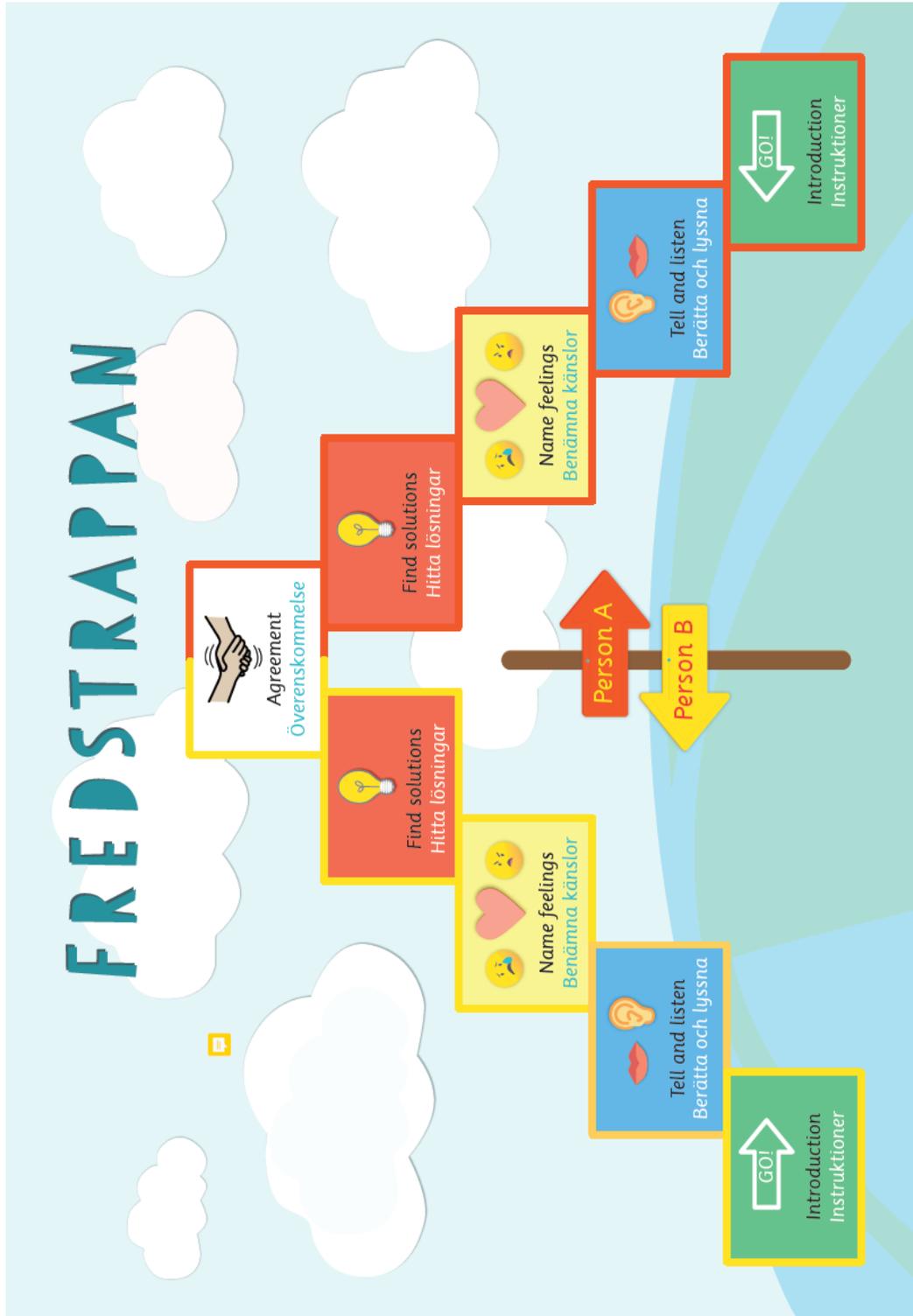
Step 3 Vad tycker du behöver göras/hända för att det ska bli bra igen?

Step 4. Kom fram till en lösning

Step 5. Skriv överenskommelse

Överenskommelse:

Namn och signatur elever:





Reflection Form Götaberg

Directions: Please answer the following questions in the space provided below.

Questions for when things go wrong:

1. What happened? (who, what, where, when) *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 and in what way? *Vem har påverkats? På vilket sätt har de blivit påverkade?*
5. What has been the hardest thing for you? *Vad har varit svårast för dig?*
6. What do you think needs to happen to make things right? *Vad tror du behöver hända för att det ska bli bra igen?*

Restorative Meeting for Göteborg

Present at the meeting (name and role):

Date and location of the meeting:

Agenda

1. Welcome
2. Norms
 - 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 everyone to share their experience of what happened, to discuss who was harmed and how, and to create a consensus for what should be done to repair the harm.
4. Everyone shares their answers to these questions:

1. What happened? (who, what, where, when) *Vad hände? (vem, vad, var, när)*
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 and in what way? *Vem har påverkats? På vilket sätt har de blivit påverkade?*
5. What has been the hardest thing for you? *Vad har varit svårast för dig?*
6. What do you think needs to happen to make things right? *Vad tror du behöver hända för att det ska bli bra igen?*

5. Together everyone decides how they would like to move forward from here.

Name and signature of participants:

6. Thank everyone and remind them about honoring confidentiality