



**International School of
the Gothenburg Region**

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Next update due:

The Well-Being Plan

Diversity - Equity - Inclusion

A plan to ensure equal treatment of students

This plan is valid for the school year 2023–2024, and will be revised annually with students and staff at the school.

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Definitions

I. Definition of Student Well-being

“One of the most influential conceptual models to explain well-being is known using the acronym PERMA. PERMA was put forth by Martin Seligman, a pioneer in the field of positive psychology, and consists of five pillars that collectively define well-being (Seligman 2011)”. (www.ibo.org)

- **Positive emotions**—feeling good
- **Engagement**—being completely absorbed in activities
- **Relationships**—being authentically connected to others
- **Meaning**—purposeful existence
- **Achievement**—a sense of accomplishment and success

II. Definition of Diversity - Equity - Inclusion

IB Standard - Student support

Learning environments in IB World Schools support student success.

Student Support 3: The school fosters the social, emotional, and physical well-being of its students and teachers.

ISGR has over 60 nationalities represented at school. Our aim is to celebrate our diversity, maintain student equity and inclusion. As global citizens, we strive to:

Embrace diversity & explore the world!

To be a global citizen you need to be able to both appreciate diversity, be curious about it, and then be willing to use that appreciation to work together, in a positive way.

You acknowledge, care and are open-minded.

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
- Gender identity & expression
- Ethnicity
- Religion or other beliefs
- Sexual orientation
- Disabilities
- Age

III. 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.

IV. Goal

The goal is for all students to feel safe in their work environment during the school day. 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

All staff, students and guardians are aware of the well-being plan and that discrimination and degrading behaviour is not allowed in school.

The Principal is responsible for:

- Working actively with all staff members and the student health team to have an overview and ensure that procedures are in place to support students' well-being.
- Planned and documented work is carried out to promote equal treatment and prevent degrading treatment.
- Making sure that policies are 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.
- Making sure that 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:

- Working actively with all staff members and the student health team to have an overview and ensure that procedures are in place to support students' well-being.

Staff members are responsible for familiarising themselves and complying with the school's well-being plan by:

- Ensuring equal treatment.

- Together with students, collaborate on solutions for the goal identified for the coming year.
- Being sensitive to the social interactions across the school's sections, in class, in the playground and pre- and after-school learning.
- 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.
- 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 encouraged to:

- Turn to a member of staff if they do not feel well or safe.
- Report discrimination and degrading treatment.
- Follow the school's essential agreements.

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 all staff members
- During Student Council/ Government meetings
- During the Health and Well-Being week at Guldheden Campus
- During collaborative meetings between the Health Team and teachers
- On the ISGR website

V. Data collection, identification and problem-solving

Data collection & identification

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

- Campus safety round
- Discussions in the Student Council/Government
- Class observations
- Pedagogical lunch and break duties
- Reports of degrading treatment
- Incident reports



- Student well-being survey
- Parent survey
- Student absences are followed up, and if necessary reported to the Student Health Team.
- The Student Health teams meet 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 student well-being and prevention of degrading treatment for the following school year.

Guldheden Campus

Reflection of 2022-23 goals:

The 2022-23 student well-being survey has provided data of the following goals.

- **At least 60% of students have a friend in the other section (Lgrm, MYP, Lgrp, PYP).**

59.3% answered that they had a friend in the other section. This is an increase of 6.7%. This is a positive increase considering that it took time to restart the collaboration post-pandemic.

- **Essential Agreements**

We continued to actively work with our Essential Agreements that were developed by the Guldheden School community. The aim was to continue our focus 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'. to maintain/ increase the essential agreements result in the 2022-2023 well-being survey. The result went from 83% to 80%.

Guldheden identified goals

The identified goals for school year 2023-24 are as follows:

Guldheden Campus goal

80% of students feel happy and proud to be an ISGR student.

With a focus on strengthening a common identity to enhance student safety and well-being.

PYP

- **Safety** - 100% of children feel safe in the school environment
- **Essential agreements** - To improve our bamba environment through common routines amongst PYP staff and students.

Lgrp

- **Stimulus** - 75% of students feel that they learn new and interesting things and that school feels meaningful.
- **Learning environment** - To increase the student survey results by 8% when it comes to a calm learning environment.

PAL

- At least 70% of our students feels that there is a safe space where they can enjoy peace and quiet

Göteborg Campus

Students complete the Well-being survey during their advisory class. There are seven 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.)

Göteborg identified goals 2023-2024

	6th - LGRM	6th - MYP	7th - LGRM	7th - MYP	8th - LGRM	8th - MYP	9th - LGRM	9th - MYP	10th - MYP
Teaching and Learning	96	90	91	86	79	86	80	92	89
Behavior	84	84	88	87	82	82	93	83	72
Safety	93	87	72	81	85	79	82	80	83
Participation and Influence	71	67	61	71	71	66	69	63	77
School Environment	81	72	73	67	72	54	69	61	62
Sustainability	61	83	58	85	61	87	61	77	69

One School - Yes, I have a friend in the other Section.	63	52	37	45	45	42	42	68	52
*Percent of students giving a 3 or 4 (good or very good) on each question. *Scale was 1-4									

Göteborg identified goals for 2022-2023

- Create a stronger Student Government program and increase scores for participation and Influence to 75% for all classes.
- Implement the Green Flag programme on our campus in order to achieve 80% scores for Sustainability for all classes.
- Increase One School score to 60% of students saying they have a friend in the other section by building in X-team activities.
- Increase scores for School Environment to 70% by creating more peaceful study environment at school.

Göteborg identified goals for 2023-2024:

One school Goal

80% of the students should feel a clear sense of ISGR community with a focus on strengthening our common identity for an increased sense security and well-being.

LgrM/MYP

Participation - Increase the result by 10% by focusing on developing a strong and involved Student Council and through conversations and discussions during advisory time emphasise what it means to be involved and how you can influence your school situation.

Safety and well-being

90% of students should feel a clear sense of ISGR community where safety and well-being are the key to success.

The well-being survey 23-24

100% response rate to the well-being survey

Planned actions

The well-being survey will be carried out in December 2023 and in May 2024

Monthly student council meetings where the principal and student representatives participate.

Structured class councils once a month

Conversations and discussions during mentoring time about what it means to be involved and how you can influence your school situation.

One school goal

- At least 60% of students meet and collaborate across sections: Lgrp/PYP & Lgm/MYP

IV. Preventative & proactive measures

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

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
- 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/hall duty: Break/hall duty is compulsory and each teacher has an assigned time and location.
- Staff members have pedagogical lunches with students/classes
- Health talks with students take place with the school nurse and Counsellor when needed, where great importance is attached to the students' physical and psychosocial health.
- Student Council/Government meetings and activities
- Routines for welcoming new students are put in place to provide an inclusive and welcoming start at the school.
- 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.

Guldheden Campus

The following Essential agreements were created by students and staff at Guldheden Campus and are referred to daily.

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
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Proactive measures

I. Social / Emotional

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/practising mindfulness in their classrooms.

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

II. Diversity - Equity - Inclusion

- 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.
- Increase awareness of various disabilities and plan and adapt the school premises, and activities for the different needs of students with disabilities.
- Inclusion of various family backgrounds and structures

Academic inclusion

- The teaching and learning is differentiated to meet students' learning styles.
- The school provides support to students with learning and/or special educational needs.
- Social/emotional skills are taught through the learner profile.
More information about academic inclusion can be found in the IB inclusion policy.
- Feelings of safety and well-being are included in the student development talk.
- Scheduled cross team activities

III. Annual Themes

To help build community and well-being 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
November	<ul style="list-style-type: none"> • *World Children's Day
20 November	<ul style="list-style-type: none"> • Swimming Days
13 December	<ul style="list-style-type: none"> • Lucia
February	<ul style="list-style-type: none"> • Global Play Day
February	<ul style="list-style-type: none"> • Sports Day
March	<ul style="list-style-type: none"> • Reading Festival
21 March	<ul style="list-style-type: none"> • *Down Syndrome Day 'Rock the Socks'
April/May	<ul style="list-style-type: none"> • STEAM Day
May	<ul style="list-style-type: none"> • Sports Day
21 May	<ul style="list-style-type: none"> • *World Day for cultural diversity
All throughout the year	<ul style="list-style-type: none"> • Student Council • Sustainability Group • Creative School • Cross-Team • Cross PAL

* Theme days organised by the Student Council.

**No planning group needed

MYP and LGRM Monthly Themes	
August-November	Well-being
December-March	Cultural Awareness
April-June	Pride

LGRM/MYP Student Clubs

A place for students to gather for support and for fun.

- Stand Against Racism
- Queers and Allies
- The Green Team
- Debate Club
- Film Club
- Dungeons & Dragons
- Coding Club
- Dance Club
- Art Club
- Math Club

V. Action Plan for Support, Incidents & Degrading Treatment

Action Plan

When an incident of degrading treatment (see definition) 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.

When an incident occurs, reflections and the following meetings take place:

- Student Conferences (Responsive Classroom) are used at PYP
- Peace making steps are used at Lgrp
- Restorative meetings are used at MYP & LgrM

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

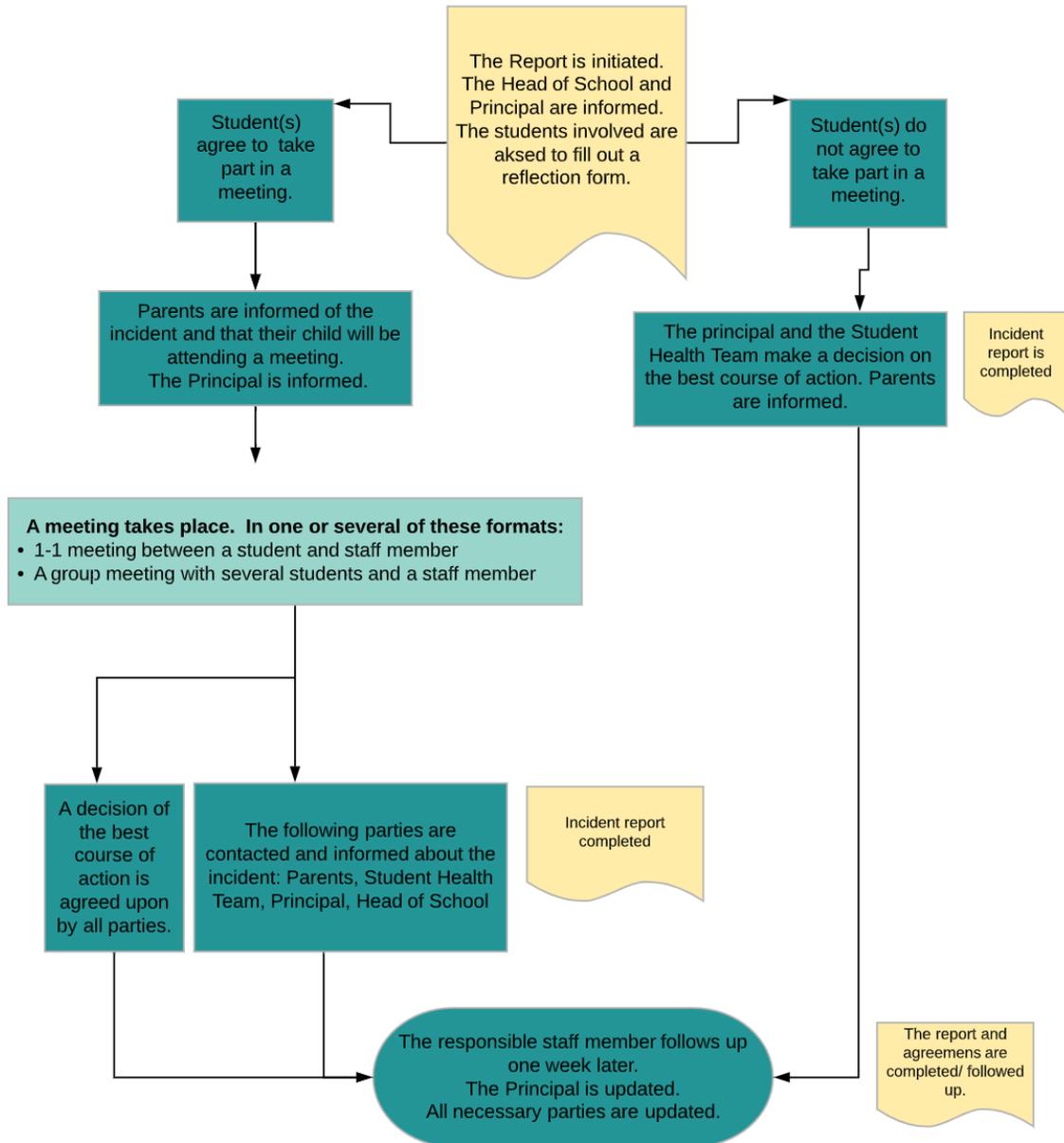


harassment are handled by a suitable adult and do not require a report of abusive treatment but must be documented.

- 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 - Peace making steps

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?

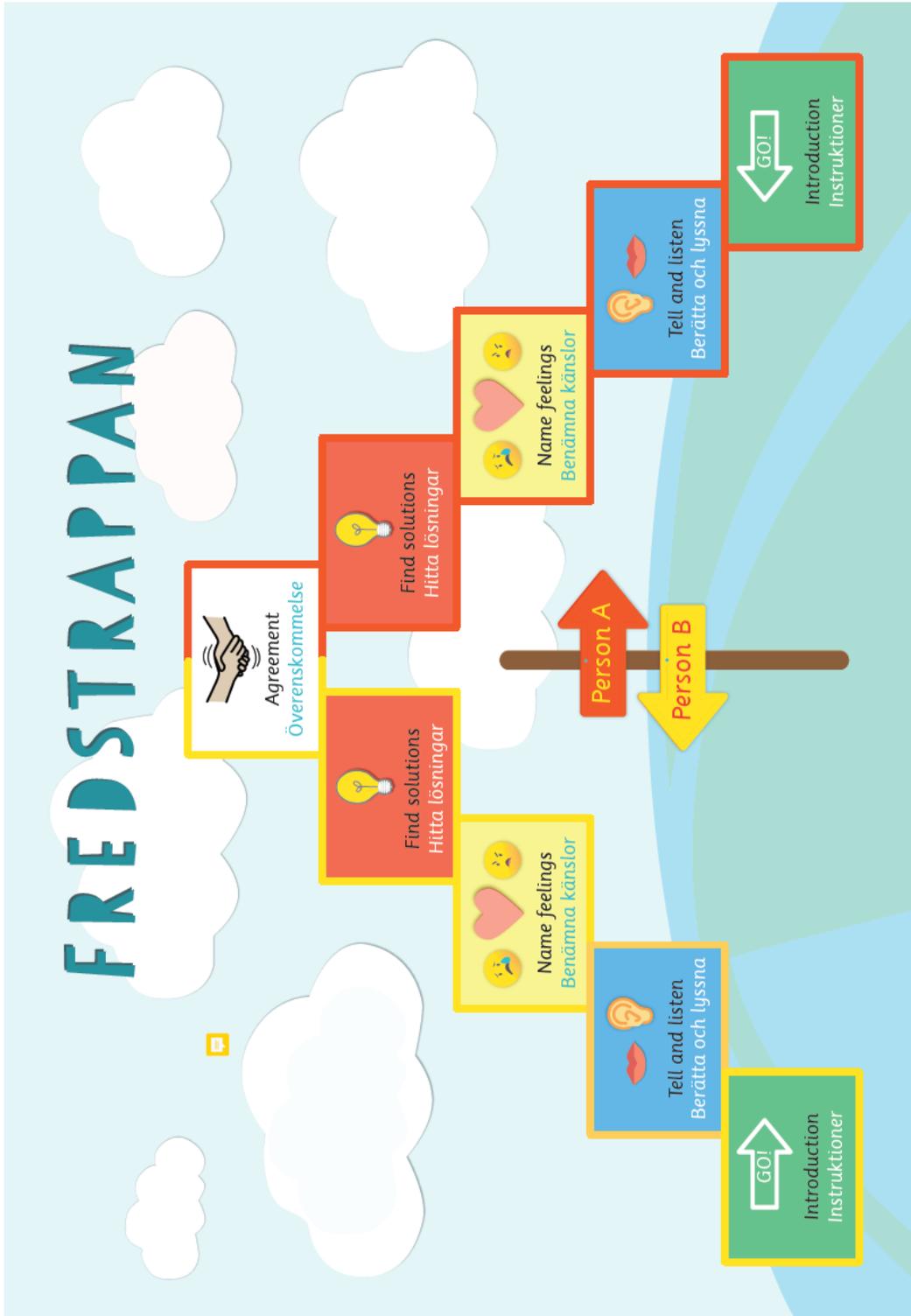
Step 3 Vad tycker du behöver göras/hända för att det ska bli bra igen?

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