



Equal treatment plan

The principal is the head of the plan

2018/2019

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1. Basic tasks

School's name

Elma School

Activities covered by the plan

Pre-school class, elementary school and leisure center

Our vision

A school, where students and teachers come from all corners of the world and reflect the differences in today's society. At the School of Diversity, zero tolerance applies to all forms of discrimination, harassment or other offensive treatment.

We comply with the anti-discrimination and anti-corruption legislation by paying attention to and counteracting relationships and behaviors that are not in line with an open and generous attitude towards each other in our daily work.

We create good relationships between students, staff and guardians. Good relationships with student guardians and staff benefit pupils' prerequisites for safe schooling and optimal learning.

Implementation

We see the equal treatment plan as a process work and hence discussions about the plan in various forums such as workteam meetings and class councils throughout the academic year. The evaluation of the plan is part of the systematic quality work. The evaluation and analysis of the plan's work will be the basis for the next academic year's goals.

Applying the plan

On an annual basis – one year at a time

The plan is implemented and updated every year through a start-up week at the beginning of the academic year together with students and staff. After this week, the plan, via SchoolSoft, is sent to the custodian(s).

Students are also integrated into the plan by organizing theme days based on the school's equal treatment program, "SREM" - Security, Respect, Empathy and Motivation

Those responsible for the equal treatment plan.

School management

Team leader

Student Health Team

All staff at school

2. Evaluation and follow-up of the equal treatment plan

Students

Students evaluate the plan through questionnaires and discussions in the class.

Staff

All teachers have evaluated the plan in groups, under the supervision of a special educator and also through a survey. At the start of the academic year, the staff will work with the equal treatment plan and what emerged during the spring term mapping and analysis. This

has happened through group work and discussions that have been documented and implemented in the new plan. Head of school and principal are involved in the evaluation. Teachers are working on the different steps in the 'Farsta model' - "Consequence Staircase". This work continues regularly at the workplace meetings. Workers are responsible for ensuring that all teachers are well acquainted with the model

3. Results and analysis of mapping of previous academic year and implementation of the equal treatment plan

Last year's plan was analyzed and evaluated at the end of the spring term. Since every graduation start involves newly employed teachers and new students, implementation of the equal treatment plan is an ongoing work in progress. Each new academic year starts with a review of the equal treatment plan and what emerged during the previous spring evaluation. Implementation work continues through group discussions with the teachers, concrete appraisal exercises with the students and various meetings with custodians focusing on equal treatment and value base.

The mentors benefit greatly from the content of the equal treatment plan in emerging situations and in cooperation with the custodians. This positive and close cooperation has created good relationships between the school and the parents and continues with the goal of creating even better relationships.

The school is constantly working to become even better at conflict resolution by giving the teachers guidance in managing and supporting each other in difficult conflict situations. External psychologist is hired to this end.

Areas involved in the survey

Violent treatment, gender, gender identity or gender identity, ethnicity, religion or other beliefs, disability, sexual orientation and age.

How the students are involved in the survey

Students answer questionnaires twice per semester. In the student council, the equal treatment plan is a standing point. The first school-week of the academic year is almost exclusively devoted to value-based issues.

A copy of the equal treatment plan shall be available in each classroom. Workers are responsible for this.

How the staff are involved in the survey

The staff completes employee surveys once a year, employee interviews are held once a year and group discussions with special teacher at class conferences once per semester. The entire staff group has the content of the equal treatment plan daily in focus. Workers are responsible for ensuring that new staff receive a copy of the equal treatment plan.

Teachers find that the main risk of students being subjected to harassment or offensive treatment is primarily at the schoolyard, during the breaks and in the locker rooms. Here the teachers do not have the same level of view of the students as in the classrooms.

To increase the safety of the students, at least four recess guards plus members from the security team (one pupil per class recognized by wearing neon colored vests) are out at eve-

ry break/recess. Controlled recess activities take place during the lunch break twice a week to counteract exclusion - everyone should be able to participate in activity. In addition to the changing rooms for gymnastics and swimming, an adult must attend to the changing rooms to increase the safety of the students. The structure of the bus route has been restructured. Student surveys have been conducted through surveys for pupils from pre-school class to 9th grade. In the questionnaire to students from pre-school class to grade 2, the students have choose a happy, neutral or sad face to visualize their feelings for different school situations. The results were positive and most of the students are happy and happy at school. Some, however, were not happy to go to school and experienced the adults in school and the classroom situation as less positive. These areas are highly prioritized as development areas.

In the autumn, one of the study days will be devoted to value-based work and during the spring term at least one study day will be about value-based work and implementation of the equal treatment plan. All staff should be well-informed in the content of the equal treatment plan. The team leaders are responsible for ensuring that all teachers receive the plan.

4. Participation and anchorage

The goal is for everyone at school to feel involved in the content of the equal treatment plan and that it is an important and useful document for students, guardians and all adults at school. The equal treatment plan permeates all work in school every day.

Student Participation and anchorage

Students fill in surveys at least two times per semester and each mentor then has group discussions and value-based exercises in the class. Students will be able to analyze the answers and, based on it, make suggestions for their own efforts on improvements. Workers are responsible for this being implemented in all classes

Every recess there are security team representatives (two students per class) that support students and assist in conflict resolution, as well as acting role models for other students. Watching staff are responsible for giving classmates the opportunity to perform their duties. Student council representatives are responsible for ensuring that all pupils are informed of what is being discussed at the Student Council. Memory notes from these meetings should be written and available in all classrooms.

The School's Action Plan for Receiving New Students to Elma School, includes communicating with new students and guardians regarding the school's equal treatment plan and value-based plan. There, the school's "faddersystem" is presented, which means that all new students get a "fadder" with the same mother tongue as long as possible. Students get support in understanding the school's routines and laws relating to discrimination, harassment or other offensive treatment. The mentors are responsible for this being implemented.

Guardian's participation and anchorage

At parental meetings, the equal treatment plan is a standing point. The plan is available on the school's website. Counselors' comments on the content of the plan and suggestions for

changes and additions are forwarded to the responsible mentor responsible for the feedback.

Staff participation and anchorage

Staff participate in discussing the equal treatment plan on study days and workplace meetings. At least two study days a year are fully devoted to the equal treatment plan. Comments during the process are forwarded to the school management responsible for the feedback.

5. Promotion of equal rights and opportunities

Promoting work is about identifying and strengthening the positive conditions for equal treatment in the business. The work is based on the overall mission of the school to promote democratic values and human rights.

Value-based work aims to anchor respect for all people's equal value and to develop a school environment in which all children and students feel safe and develop.

Areas involved

Violent treatment, gender, gender identity, ethnicity, religion or other beliefs, disability, sexual orientation and age.

The school's goal is that no students are exposed to abusive treatment in any form

A systematic value-based work based on the school's own value base and its title SREM (Security, Respect, Empathy, Motivation) is ongoing during the academic year. During the year, each theme is processed under specific theme days.

This work continues systematically during the academic year at the school class conferences and workplace meetings. Value-based work is included on the agenda at all meetings where school planning and daily work are discussed.

Objectives - Actions - Responsibility - Date for the goal

Aim: All students who start will have a safe and good school start.

Actions: An action plan for the reception of new students has been worked out. The plan contains procedures that will ensure that all new students receive a safe and worthy receipt from the very beginning. During the academic year, work on the plan is expected to be further implemented and become a natural part of the school's daily work.

Responsible:

The school management is responsible for informing everyone of the school about the contents of the plan.

Workers are responsible for informing temporary staff and temporary staff.

Date when this will be completed: Permanently ongoing.

Aim: All staff should be well-educated in the school's value base and work from it.

Actions: Routines for how the school resolves conflicts (consistency staircase) is clarified on a planning day at the beginning of each semester and then followed up and evaluated at each end of the term. The value base is based on the school's keyword ULIC (Understanding, Listening, Integration and Confidence)

Responsible:

Principal
Student Health Team
All staff at school

Date when this will be completed: Permanently ongoing.

Aim: No students shall be subjected to discrimination and harassment because of their gender or sexual orientation.

Actions: The school strives to avoid gender segregation in different tasks. In discussions in the classroom, the teacher should pay attention to allocating the attention and the speaking space between the students. This should apply in all teaching situations and be conscious of all teaching teachers.

Responsible:

All teaching teachers
The development managers are responsible for informing temporary staff and temporary staff.

Date when this will be completed: Starts at the beginning of the academic year and is currently a work in progress

Aim: All students should enjoy school and feel safe in all situations.

Actions: To increase the safety of the younger students, the school's sponsorship system will be expanded. All students in grade F-3 will be offered a sponsor from the higher classes. During the autumn term, the work team prepares this. Workers are in this work.

Responsible: Teachers for grades 1-3, 4-5 and 6-9, mentors

Date when this should be completed: By the time of the autumn break. All pupils in year F-3 should have their own "fathers" at this point.

Aim: All students and guardians should know the content of the equal treatment plan

Actions: The plan should be available in all classrooms, public spaces and the expedition. The document shall be live and available at all times

Responsibility:

expedition
school management

Date when this will be completed: work on this will begin as soon as possible

Aim: At school, all staff should be well aware of and sure of how acute crisis situations are handled.

Actions: the 'Farsta model' "consequence staircase" is used in school and has proven to be successful. New staff are informed and "taught" how the model is used. The model is presented and discussed at the various work team meetings. Observations and ideas that are revealed are forwarded to the security groups. Workers are responsible for this.

Responsibility:

All employees

Date when this should be completed: During school start. To be evaluated at the end on the school year

Aim: The school should be a place where the students feel safe and proud and the school yard should be a safe place for community, joy and play.

Actions: The school must have at least four recess guards at the schoolyard at each break. To further enhance security, there are also security team representatives with neon vests with the text "Security Team" on their backs. One student per class receives this assignment one semester at a time. The focus of these security team representatives is to detect and counteract exclusion / offensive treatment.

Responsibility: Mentors, guardians, work-group leaders are responsible for the presence of sufficient numbers of adults in the schoolyard during recess

Date when this should be completed: At the start of the academic year

Aim: No pupils at school shall be subjected to discrimination or harassment because of their ethnicity.

Actions: During the academic year, work on the base values will be intensified. In SO-class in middle school the history of various minority groups is discussed.

Responsibility: All teachers

Date when this should be completed: Work is ongoing throughout the academic year. On UN Day, the school takes up children's rights and the Children's Convention

6. Pre-emptive work

Based on the results of the survey, concrete measures are formulated to prevent and prevent discrimination, harassment and offensive treatment. It should be stated:

- **what** to do and what objectives are to be achieved
- **who** will do it
- **when** it will be done
- **how** the various measures are evaluated

Areas included in the measures established

Violent treatment, gender, gender identity, ethnicity, religion or other beliefs, disability, sexual orientation, age

Aim: Everyone at the school should be well aware and know what mandate the security team representatives have.

Actions: The Security Team will have training for all students in October, so that everyone knows what the purpose of the security team is and what mandate these individuals have to intervene in different situations. The team will inform all staff in the fall so that no misunderstandings arise. This will be done during a staff meeting where all staff attend.

Responsibility:

Anti-bullying group

Worker-team leaders are responsible for informing temporary staff

Date when this should be completed: Before the end of October

Aim: All students should know and be aware of how and when the "consequence staircase" is used.

Actions: The language in the consequence staircase has been clarified and adapted so that all students understand its content.

Responsibility: Mentors

Work-team leaders are responsible for explaining and discussing the consequence staircase in all classrooms

Date when this should be completed: At the beginning of the academic year

7. Routines for emergency situations

The investigation obligation does not apply only when the affected pupil or pupil's parents inform the school. The school must also act when the information comes from other students or when the application is done anonymously or if someone from the school's staff becomes a witness that could be offensive to a student.

It is important that the individual student's experience of the occurrence is the starting point for the investigation of what has happened. An investigation should illuminate what has happened and analyze the causes of the event.

The investigation shall include both those who find themselves harassed or violated and the person or persons who may have performed the violations. Only when everyone involved has had the opportunity to comment and give an idea of what has happened, the school can objectively assess the situation.

It should also be considered whether measures need to be taken to change structures and conditions at the group and business level.

During the academic year, a clear division of responsibility is established between school management and staff for this work, as well as procedures for monitoring, evaluation and documentation.

8. Early discovery

Paying attention to signs

Staff and parents are aware of signs that may indicate that a student is subjected to harassment or offensive treatment.

Common perception

The staff have a common perception of what is meant by harassment and offensive treatment and what adults in the school should respond to.

Awareness and presence

Staff have a good view of the students during lesson-free time, for example through a restraining schedule based on knowledge of which places the students experience as insecure.

Regular surveys

The school regularly examines whether there are students who are harassed and harassed.

Someone to talk to

All pupils should have an adult at school that those with confidence can turn to if they or someone else is subjected to harassment or abusive treatment.

Engagement in what happens outside the school.

The school engages in harassment and offensive treatment that occurs between students outside the school, for example, if there is networking or bullying via SMS.

Staff that students and parents can turn to

School management and teacher

9. Routines for investigating and correcting when students are violated by other students (consequence staircase inspired by the Farsta model)

1. Adults conduct individual conversations with those involved to find out what has happened.

2. In case of a serious or repeated violation, staff contact with parents, principal and student healthcare personnel.

3. Decisions on action are taken jointly by those concerned.

4. Follow-up conversations with the parties involved will take place within one week. Responsible are those who conducted the initial survey.

5. If no change occurs. Conversation between the principal, staff, parent and student

6. The Principal is responsible for the notifying police / social services in connection to abuse or other serious violation.

7. Steps 1 -4 are documented by the relevant staff for future follow-up needs. The documentation is forwarded to the principal and student health personnel.

10. Routines for investigating and remedying when students are violated by staff as well as adults violated or offended by students

If staff are suspected of violating a student, the principal shall be responsible for the investigation that goes as follows:

1. The principal collects information about the event

2. Principal and someone the principal appointed, conducts individual conversations with the parties involved.

3. The affected parent is contacted. Union representative is informed about the adult.

4. Follow-up occurs in one week

5. Principal documents step 1-4.

11. Complaint form

INSTRUCTIONS FOR COMPLAINT FORM

As a custodian or student you have the right to submit complaints / comments on activities when you think something is not working.

Complaints / comments can be made as well orally as in writing. You can also use the school complaint management form. If you want answers to your complaint, please provide your name and phone number. mail to be able to feedback. You of course also have the opportunity to be anonymous.

Action procedure for complaints and comments;

STEP 1

At the School of Diversity, we want to encourage that comments / complaints be addressed directly with the person / persons concerned.

In case of complaints about activities (school situation, school meals and other things), you should first contact the person closest to your child (ex. mentor).

In case of violation, bullying, discrimination you should turn to the Rector directly.

STEP 2

If, after contact with the staff, you still have complaints or if you are not satisfied with the answer you receive - please contact the principal.

STEP 3

Each serious complaint or comment is attached to a response to the person who has submitted the view.

School management informs the person or persons who have received the view to what extent measures have been taken.

All comments as well written as oral that come in to the school will be taken seriously and documented,

COMPLAINT FORM

My child is in class: _____

complaint applies to:

SCHOOL SITUATION (Tick the box in question)

Treatment	Staff
school environment	Security
Teaching	Other

SCHOOL MEALS (Tick the box in question)

Treatment	The menu
Meal times	Special diet

VIOLATION, DISCRIMINATION (Describe the event - Is it still ongoing, YES / NO?)

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Complaint regarding another issue (Please describe the reason for your complaint and preferably a little about the background).

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If you would like feedback on your complaint please fill in the name and phone number below

My name is:	My phone number is:
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To be completed by Management:

Complaints have been received (yymmdd): _____ Measures taken;

