



Fair Treatment: Plan against Discrimination & Offensive Treatment

At The Tanto International School, we believe that all students have the right to be treated fairly. It is important to us as educators that we value: respect, equality and solidarity. We do not tolerate bullying, harassment or degrading treatment in any form. Staff, guardians and students work together to make sure that we actively challenge and combat any such behaviour.

This plan acts as a way of monitoring and measuring the actions, atmosphere and fairness of treatment in school. This plan is reviewed on an annual basis.

Basic information

Departments covered by the plan: School Year 2-7

Responsible for the plan: Principal, The Tanto International School

The plan is valid for the Academic Year 2017/18 and is based on information from Academic Year 2016/17

The Tanto International School's Ethos and Values

Our school ethos of **Care, Co-operation and Courtesy** is at the heart of everything we do and stand for at the school. In order prevent any degrading treatment, the school has a plan that is in place to ensure that the students know they will be supported, cared for and listened to, if any problems arise. Students should love coming to school and hate to miss it.

Care:

All students and staff should be treated with care and compassion so that they feel able to develop in a free, safe and secure environment with supporting and understanding people around them.

Co-operation

All students and staff should convey and teach respect and tolerance to people's differences and the equal value of all people-in school, locally, nationally and globally. All students should be offered the same opportunities to develop into individuals.

Courtesy

All students and staff should interact: through spoken and written language (digital/paper-based) and use of body language with proper respect of human life and value. Respect and responsibility to our human rights shall be maintained through our days at school.

Discrimination

"Discrimination means that a child or student is disadvantaged, directly or indirectly, for reasons that have connection with any of the grounds of discrimination gender, gender identity or expression, ethnicity, religion or belief, disability, sexual orientation or age. "

(National Agency for Education, Anti-Discrimination and Offensive Treatment).

Offensive treatment

"When students's or students' dignity is violated on any occasion. These actions can be performed by one or more persons and directed towards one or more. The offence may be visible and concrete but also hidden and subtle. "(Report 35 3: 2011, Swedish National Agency for Education).

Responsibilities

Everyone at school has a responsibility to prevent and counteract all forms of discrimination and offensive treatment and to protect all people's equal value.



Proactive and Preventative Work

At The Tanto International School, we pride ourselves on being one large family. Staff, students and guardians together create the positive environment. The presence, clarity, commitment and teamwork of the adults is what helps ensure we are clear and proactive in working against unfair treatment.

- Negative attitudes, body language, images and comments are dealt with and processed by staff at an early stage to strengthen a positive social climate. This is done through regular use of our Tanto 3 C's ethos, work with our class circle-time and discussions and sharing of students' rights to a voice and opportunities.
- All staff and students must be aware of the 3 C's and ensure they are respected and kept current. This is followed up by weekly assemblies, with all students, held by the Principal. In this assembly, rewards for Care, Co-operation and Courtesy are given, house-team reward tokens are counted together and students are praised for efforts related to the atmosphere at school and being kind and fair. Messages of positivity and lessons on developing as society are discussed.
- Staff work actively in classes with attitudes and with the importance of listening to each other as well how to show respect. Here the students are encouraged to show courage and begin to learn to say NO or STOP when needed.
- We work actively in the classes to increase the tolerance of each other's differences and celebrate them, all people's equal value and opportunity to develop an individual personality.
- Students participate in class discussions each week, social literacy and daily conversations, where the school's value-based work is being discussed between the groups of students.
- Staff are aware of their legal responsibility to report information. Staff are reminded each year of the need to listen to students and report and react if they feel a child is being unfairly treated or suffering offence, abusive or degrading treatment-in school or out of school. In such case, staff meet with the Principal to discuss information about an individual and the Principal is responsible for the direction of the follow-up: resolution with friend, follow-up with teacher, meeting with guardian or reporting to another agency, such as social services.
- The school works with gender perspective across the curriculum. Throughout our curriculum, students are given opportunities to discuss, try out different roles, think from other perspectives and role-play.
- The school has class-wide projects where students from different classes work together in their house teams.
- Students from older classes support younger students through Student Council & House Team Captains.
- We provide support for students who need it at an early stage so that a child develops confidence and self-esteem. Early years, is about getting tools to be part of a social community. House Days, at the start of the year, are good ways to start building a sense of community as well as paired work with the class that was the first class the year before, and a "Reading Buddies" from older classes.
- Break duty schedule means that different staff make sure students always have adult supervision and support.

Measuring and Monitoring

- The school's staff meet weekly as a group with the Principal.
- Serious events / incidents are documented in writing.
- Adult presence in breaks allows information to be gathered if situations arise at play times.
- During the parent meetings, staff and guardians discuss the student's well-being. Staff speak to the students before these meetings to identify their thoughts about school as well.
- Class staff have different methods of mapping the students' social interaction skills, for example class timetables offer a variety of opportunities, groupings, students' written reflections and drama exercises.
- Staff open school doors before school start to meet/be available for guardians in the morning at 8:25am.
- The Principal has a routine to be in the school yard from 8:00am-8:30am each morning to meet/communicate with guardians and students.
- Safety rounds are carried out by the Principal and the Skyddsombud.
- Guardians meet with staff twice a year (Sep and Feb) to discuss their child, learning & school environment.
- All guardians have opportunities at these meetings to write a feedback text to support.



Evaluation

- Staff and Principal evaluate the plan to work against discrimination & offensive treatment towards the end of the year.
- The incidents and survey results are reviewed & analysed and support any new areas of prevention.
- Pupils are part of the plan against discrimination and offensive treatment through the questionnaires.
- Guardians are part of the plan through teacher meeting and feedback forms when they meet twice a year.
- Analysis of the answers to the questionnaire and all information gained from children define any new areas for the preventive measures, and the school will compile the revised plan to work against discrimination and offensive treatment.
- The plan is available online on the school website.

Routines for Serious Situations

Routines for investigating and correcting when a student is offended or discriminated against by another student.

- In case of any noticeable offended child, the nearest staff will take charge of the situation. What is possible to deal with is sorted out at that point. The class teacher is informed.
- In case of incidents that cannot be sorted out immediately, the class teacher and Principal will be contacted for talks and inquiries with all involved. Appropriate measures and follow-up will be determined.
- In case of serious incidents, the Principal & class teacher will hold individual conversations with both parties to investigate the incident, with the aim of mediating between both parties. Appropriate measures and follow-up will be determined. Guardians are contacted and given the information in serious cases.
- If the violation or discrimination does not end, the student will receive a verbal warning in conversation with Principal & class teacher. Appropriate measures & follow-up will be determined. Guardians will be contacted.
- Continued violations or discrimination, will result in renewed contact with guardians.
- This may mean that the pupil/pupils are given adaptations to educational situations or special support. Follow-up is determined by the Principal.
- External contacts can be used, for example, Resource Center, BUP and Social Services.
- Documentation is held at all meetings and conversations for serious incidents.
- The Principal and the relevant teacher are responsible for the different steps.

Routines for investigating and correcting when a student is offended or discriminated against by staff.

- In case of suspicion that a student is offended by staff, the Principal calls for a conversation with the student concerned along with guardians.
- In case of suspicion that a student is violated by the Principal, the Huvudmannen replaces the Principal's task to carry conversations, as well as the Huvudmannen being responsible for following the different steps.
- The Huvudmannen/Principal, in consultation with the staff team, also calls for individual conversations with the relevant staff.
- Following discussions are held with all concerned.
- Documentation is held at all meetings and conversations.
- The Principal is responsible for the different steps in the procedures.



Results, Evaluation and Analysis of Tanto International School's Plan against Discrimination and Abusive treatment, the Academic year 2016-2017.-

- The development of the student questionnaire meant that more opportunity was given for students to identify if they felt they had been specifically offended at school and needed to talk to a teacher. Some students identified this and follow-up was carried out. These meetings were help by the class teacher and allowed students to share feelings and more detail. There is more work to be done on this area and it should be noted that an improvement in developing greater awareness of self-esteem and personal attitudes to self should be included. The Principal feels we can be better in this area of a child's psychology related to self, learning and not just school.
- Staff held necessary meetings and conversations with friendship groups in class to solve the situations that became clear from the questionnaires. This was a positive development this year.
- Re-strengthening the school approach to Care, Cooperation and Courtesy was required. As the school has developed in recent years and new staff have started, it is clear that this aspect of our school ethos required a new approach to engage the students in fair treatment-Care, Co-operation and Courtesy. The school purchased a new house tokens system, added more special days and introduced a new house team coloured shirts this year. The tokens have had a really positive impact on the students and school environment. They have begun actively rewarding each other and asking for recognition, praise and understanding about following the School Motto and Ethos of Care, Co-operation and Courtesy. This has seen a great improvement this year.
- The plan to include "Team-Building" Activity days, where all students work together in different age groups, is seen as a positive development to help school community. Staff and Principal would like this to continue.
- Work and focus on internet use, social media has begun. The Principal has had to strengthen procedures and remind students and guardians about mobile phones in school. This is an area the school will need to continue to develop.
- The students have identified that they are unhappy with the cloakroom areas and that issues are arising in this space. The school has planned to change parts of the furniture to create a different social or organisational feel in the future.
- The students identified that outside activities needed improving and staff discussions support this. Students need new and more resources to engage with during play time. The Principal and Student Council have worked on purchasing new resources for this term and have seen an improvement in activity, happiness and sharing from April onwards. This is preventing challenging issues at park time. Minor incidents happening in the play area have reduced in this time.
- The change of routines in the morning for staff and Principal, although a challenge to implement at times, has proven a positive step towards daily communication with students and guardians for all staff. This is something the Principal is keen to continue in 2017/18.
- The aim for this year was to create a more robust Student Council that met with a teacher every week. A member of staff has taken on this responsibility and many events have been organised with relation to being global citizens and Student Council have held meetings with the Principal to discuss areas for development. This has been more positive during 2016/17 than in previous years. We are keen for it to continue to develop in 2017/18.



Targets for the Academic Year 2017-2018

- Research a more comprehensive questionnaire that can be delivered to students which focuses more on personal attitudes to self rather than just to school. It is important that we begin to work closer with the psychological work and understanding of how students see themselves as people and learners and not just the school environment. We need to look at both aspects as a school group of educators.
- We want to introduce more opportunities for students to share their feelings and make sure that those who cannot share in an open forum still get the chance. We want to have an opportunity for an anonymous way of reporting thoughts and feelings to a teacher.
- Improving cloakrooms will take place over the summer and staff should ensure this is seen as an area to focus on improving this year to reduce student frustration and issues in this zone. This should be followed-up.
- Staff will discuss with students at the start of the year (and throughout the curriculum), how to use the new iPad system and how to work sensibly, safely and correctly with digital resources in life and at school.
- The school needs to work closer with gender and ensure that all students are taught and given examples of how gender equality is important in school and society. In order to raise this area, staff will work with opportunities more in class. The school can organise specific events too.
- Work will continue on House Days, especially Team Building Days in 2017/18.
- More engagement and support during outdoor play and more games and activities started from April last year but needs to continue in the next year.

This plan will be reviewed at the end of the Academic Year 2017/18 and a plan for Academic Year 2018/19 will be formed from an evaluation.