

Operating model against violence, bullying, harassment and discrimination in basic education in the City of Jyväskylä

A pupil participating in education shall be entitled to a safe learning environment. (Basic Education Act, section 29)

Prevention and early intervention

1. Systematic approach

- The principal systematically manages the activities to prevent violence, bullying, harassment and discrimination.
- A team is set up in each school, or a responsible person designated, to coordinate and maintain the activities to prevent bullying, harassment and discrimination in their own unit. The responsible person is a member of the collective pupil welfare services team.
- The persons responsible for the prevention of violence, harassment, discrimination and bullying, the goals, the operating practices and an assessment at the end of the operational period are recorded in the annual plan for the implementation of the local curriculum.
- The school's rules, operating instructions, equality and non-discrimination plan, and practices against violence, bullying, harassment and discrimination are discussed with the pupils, their custodians and the staff.
- The equality and non-discrimination plan must contain clear policies on how to create and maintain an accepting and respectful atmosphere.

2. Boosting community spirit

- Emotional, safety and interaction skills are practised as part of the annual welfare plan and in all daily interactions.
- The staff consciously support interaction, team building and the prevention of loneliness in groups and peer-to-peer relationships.
- The entire school community promotes the giving of praise, positive interaction and positive feedback, and builds an operating culture that values diversity.
- The staff address the topic during lessons and organise theme days and theme weeks together with pupils.
- Pupils play an active role in activities that boost community spirit and well-being, as well as in the prevention of violence, bullying, harassment and discrimination through various roles of responsibility.
- The staff build interactive and confidential cooperation with custodians.
- The collective pupil welfare services team systematically promotes the welfare and safety of the community.

3. Safe school community

- Bullying in any form is not condoned. The entire school community systematically intervenes in any and all inappropriate behaviour.

- Within the school community, the community's values and norms are critically examined and, where necessary, changed so that every member of the community is accepted and valued as themselves.
- Pupils understand what violence, bullying, harassment and discrimination mean, are able to intervene in situations, and report them to the staff.
- The staff recognise indicators of being subjected to violence, bullying, harassment or discrimination and raise the matter with the pupil and the custodian.
- The staff receive training on the contents of the operating model.

Intervention

- The school staff always intervene in any violence, bullying, harassment or discrimination they notice or become aware of at the school and clarify the situation with the parties involved.
- The staff will talk with the victim of violence, bullying, harassment or discrimination first and then with the other parties involved.
- At the end of the investigation, an agreement on follow-up measures will be made and documented.
- The staff will inform the custodians of the incident by the end of the day.
- If the incident is suspected to meet the criteria for a criminal offence, the staff will submit a child welfare notification, a report of an offence, or both as necessary (Child Welfare Act, section 25). As a rule, the need for support should be assessed with respect to all parties. As necessary, consultation may take place with the Anchor police, child and family service needs assessment services, or the Central Finland Mediation Office.
- If the conduct continues, the custodians, pupils, responsible persons and other necessary staff are convened.
- The staff will inform the custodians of any violence, bullying, harassment or discrimination occurring on the way to or from school and, as necessary, offer support to investigate the incident.

Follow-up phase and aftercare

- The staff will regularly monitor the situation for a sufficient period of time to ensure that the pupil feels safe at school and during the trip to and from school: weekly for the first month, every two weeks for the following month and as necessary thereafter.
- The follow-ups will be handled by the class teacher, tutor or responsible person, unless otherwise agreed.
- The staff will assess all parties involved and the entire group to see whether they need support. An agreement on individual and joint support measures will be made on a case-by-case basis with the professionals of pupil welfare services.
- The staff will inform the custodians of the follow-up and, where necessary, refer the parties to support services outside the school such as the Anchor work, the Mannerheim League for Child Welfare Selviytyjät peer groups or the Family Centre's Tukipysäkki service.

- If necessary, a disciplinary educational discussion will be arranged or disciplinary measures will be imposed on the pupil, taking into account the pupil's age and level of development and the circumstances and consequences of their actions.
- The activities are annually assessed and developed on the basis of collected data, such as the School Health Promotion Survey, the Pupil and School Satisfaction Survey, and the TEAviisari health promotion tool.