

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

☑ PREVENTION AND EARLY INTERVENTION

1. Systematic approach

- 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, and the equality and non-discrimination plan 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.
- The collective pupil welfare services team systematically promotes the welfare and safety of the community.

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.

3. Safe school community

- **Bullying in any form is not condoned. The entire school community systematically intervenes in any and all inappropriate behaviour.**
- The principal systematically manages the activities to prevent violence, bullying, harassment and discrimination.
- The staff are familiarised with the operating model and trained in dealing with violence.
- The staff are aware of the risk factors for bullying and able to recognise the telltale signs of being bullied.
- The staff give related lessons and organise themed days.

4. Operating culture that boosts involvement

- Pupils understand what violence, bullying, harassment and discrimination mean, learn to recognise them and know how to act when encountering them.
- Pupils are encouraged to tell the staff about any and all violence and intervene in any incidents.
- Pupils and custodians are actively involved in creating a culture that promotes safety and boosts the community spirit.
- Custodians are informed of and given an opportunity to discuss the school's activities to prevent violence, bullying, harassment and discrimination.

☑ 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. Please note: Separate instructions must be followed in case of violence or the threat of violence.
- 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 contact the police and file a child welfare notification, a report of an offence or both as necessary (based on a consultation with the Anchor police, the child welfare services or the mediation office).
- The staff will improve cooperation with the custodians and convene them to a meeting.
- The staff will report any violence occurring during a trip to or from school to the custodians and offer support to investigate the incident as necessary (e.g. a referral to mediation).

☑ 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 pupil welfare services. An agreement on individual pedagogical support arrangements will also be made.
- If necessary, the staff will refer the pupil to support services outside the school such as the Anchor work, the Mannerheim League for Child Welfare Selviytyjät peer groups or the Tukipysäkki kiusaamisasioissa 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 pupil and school satisfaction survey, the school health survey and the TEAviisari health promotion tool.

Violence may be psychological, physical or sexual in nature. Violence refers to the intentional use or threat of violence, control or physical force. Acts of violence may occur between pupils or between a pupil and the school staff. Bullying, harassment and discrimination are forms of violence.

Bullying refers to the repeated and intentional harming of another person by psychological, physical or social means. Bullying can also take place online.

Harassment refers to behaviour by which the dignity of a person or a group of people is intentionally violated, threatened, humiliated or degraded by words or actions.

Discrimination refers to the rejection or inferior treatment of an individual or group, or putting them at a disadvantage.

All the above-mentioned acts may constitute criminal offences.