



Backa Friskola

A HOLISTIC SCHOOL FOR A SUSTAINABLE LIFE

Businessplan

Preschool

2015

Contents:

Our Vision.....	1
Our Educational Mission.....	2
A Holistic Preschool.....	3
About Reggio Emilia.....	5
Environment and Materials.....	6
A flexible and personalized working method.....	8
Play and desire to learn.....	9
The basic values in preschool.....	10
Staff.....	11
Working hours and reflection.....	13
Pedagogical documentation and systematic quality assurance.....	14
Parental Cooperation.....	15
Daily routines - Bullet Points.....	16
Security at preschool.....	17

Appendix

Action plan for children in need of special support at Backa Friskolas Preschool.....	18
Backa Friskolas Preschool plan against discrimination and degrading treatment.....	19

Our Vision

Backa Friskolas Preschools vision is to provide children:

- Strong self-esteem and belief in their own worth as a unique individual
- Self-awareness and ability to express their needs and to stand up for themselves
- Trust in and respect for fellow human beings
- Ability to communicate and collaborate with others
- The ability to express all aspects of their beings
- Zest for life, joy and a desire to learn, explore, and create
- A basis for being able to take responsibility through democratic methods, shaping a sustainable society for the future together with others
- Tools that support a life of health and wellness on all levels; spiritually, emotionally, mentally and physically

Our Educational Mission

The foundation of our business is the National Agency for Education Curriculum for Preschools, Reggio Emilia educational philosophy, a holistic approach, as well as NVC (Non Violent Communication) principles.

We realize our vision by in our daily activities:

- providing an environment that children are happy in
- inspiring children to expand their inherent creativity, desire to learn and eagerness to with all their senses to explore the world around them
- Placing a large part of the daily activities outdoors
- ensuring that the children always feel safe and respected, and surrounded by openness, honesty and kindness
- following clear guidelines and rules agreed in a sociocratic way and that everyone understands and respects
- encouraging children to get to know themselves and build a strong self-esteem and self-awareness, and providing as much space as possible for the children, in collaboration with teachers and each other shaping the day's rhythm to suit their unique circumstances and needs
- through the choice of themes, activities and outings providing space for the children's individuality and interests
- teaching children communication tools that promote a constructive and good cooperation with other individuals in society, such as Non Violent Communication, Sociocracy, appreciation and Sharing

- in a natural way in the daily activities including well-tried methods such as ceremony, yoga, meditation, dance, song and massage, which promote children's and staff's health, well being, community and spiritual awareness
- showing children that life can be lived in many different ways and that the choice how they want to live their lives is their own
- creating an aesthetically pleasing environment indoors and outdoors, with space for rest, calm, play, creativity, learning, exploring and daily contact with nature
- in a natural way involving children in society through collaboration with local businesses, farms, associations, etc.
- exploring and learning the tools and techniques available to build and develop a more ecologically sustainable society
- serving to the greatest extent possible organic and local food grown and cooked at the nursery, with the opportunity for children to participate in the garden and kitchen
- being as ecologically sustainable and conscious as possible in our choice of materials for interior design, works, toys, etc.

A Holistic Preschool

Backa Friskolas Preschool is a holistic preschool. Holistic implies that it allows and provides space for all aspects of life, and to be aware of how everything is connected. We show through our language and our approach through an understanding that the body, mind, emotions and mind are not separate from each other but deeply interconnected.

We give the children opportunities to experience and understand how we affect and are affected by nature, our surroundings and each other. By being aware of the impact we ourselves have on our surroundings, we can learn to take responsibility for the consequences of our actions. By being aware of how our environment affects us, we can learn to take responsibility for choosing an environment that strengthens us and gives us the well-being on all levels.

At Backa Friskolas Preschool, we give much room for appreciation in various forms. We give the children the opportunity to embrace an approach and language where it feels normal to encourage and appreciate each other and express appreciation for life and the gifts that life gives us. Gathering together we often create space for short appreciative reflections when all children have the opportunity to express what they are happy about. We thus provide space to feel and show joy and gratitude for everyday things like food, clothes, sun, rain, friends, parents, home, etc.

Also the reflections and feelings that are more challenging and can be perceived as complaints or criticisms have their space and place. With the NVC communication, we show the kids how it's possible to express criticism in a constructive way that does not offend, but builds up. There is always room for development and improvement. Differing opinions may act as a catalyst for development, when we have the ability to express ourselves clearly, and have learned to listen to and respect each other's differences. With a clear and respectful communication, conflicts can be golden opportunities for us to gain a deeper understanding of each other and ourselves.

All feelings are justified and we do not prevent children from expressing their emotions, as long as they do not hurt themselves or someone else. We deliberately avoid a language that judges and categorizes emotions as good or bad, positive or negative.

In our daily activities we offer the children the techniques and tools such as meditation, mindfulness, dance, ceremony and yoga. These provide children the opportunity to explore their inner world and their relationship to the spiritual (soul life). Our modern society places great emphasis on the external, material world and it is easy to be drawn into this without first listening to our interior. We suggest ways in which children can get in touch with their own inner world through personal experiences.

We encourage staff to keep their own contact with the spiritual alive and present and to be open towards the children when it comes to sharing their experiences and reflections. By showing that adults also take these dimensions of life seriously, we encourage children to explore and find their own inner truth.

Backa Friskolas Preschool wants to lay the foundation for an open and conscious mind that can give children the ability to during childhood maintain a strong contact with their own inner being. We wish to give children tools to understand how they can choose their path in life based on their own inner truth without letting themselves be guided by conventions or external pressure. By showing that we take the children's internal processes and differences seriously, we want to give children the courage to throughout life listen to their inner voice. So that they can choose the life that creates the deepest satisfaction and harmony for themselves.

Proximity to and respect for nature means that in the preschool we naturally follow, and let ourselves be influenced by, the seasons and the rhythm of nature. With ceremony and celebration we appreciate the gifts that nature gives us and draw attention to the changing seasons. We approach the natural elements and energies with an open mind and let them speak to us in their own language.

In contact with nature, we can also get in touch with our own inner being and with our own body rhythm. On Backa Friskolas Preschool, we encourage children to learn about their own bodies and to respect the body's rhythm and needs. Being in contact with ones body and to give the body what it needs when it needs it is important to experience health and well-being in life. Therefore, we want to start laying the foundation for an understanding of how the body works and an ability to listen to and take care of ones own body.

About Reggio Emilia

The following values we share with the Reggio Emilia philosophy:

A democratic workplace

A central idea in Reggio Emilia pedagogy is that the preschool should be a place for collaborative learning, a democratic workplace protecting values of diversity, listening, transparency and participation. The sociocratic organizational form and decision method we intend to use at Backa Friskolas Preschool implements fully these values.

The teacher as co-constructor

Learning is based on the interaction between the children, the environment and educators. Their experiences and their own curiosity is the basis for learning. Therefore the educator has a cooperative position and has the willingness and the desire to constantly learn new things together with the children. The teachers are also co-instructors in the children's play and are constantly close to the children to talk with the children, listening to the children, analyse and document the activities and child's development.

The teacher as co-explorer

The educator should be there as a support for the child and a co-explorer. Part of education is to provide space for children to develop all their possibilities of expression and the children's hundred languages. Often material and toys are used which opens the possibility to express their creativity and imagination.

The competent child

Reggio Emilia educational approach is rooted in a deep humanistic attitude to life which is based on a belief in human potential, a deep respect for the child as well as a belief that all children are born rich and intelligent with a strong intrinsic motivation to explore the world. Every child is a competent individual with intrinsic motivation, fantastic features and strong creative force. Ensuring every child, to inspire exploration and to encourage the creation and development of their own modes of expression is therefore the goal of education.

Listening pedagogy

Reggio Emilia is also called listening pedagogy. In small groups, the children have the opportunity to express themselves and listen to each other, together fantasize, experiment and create. In this way, we know that every child is seen and listened to. The educational activities are based on the various interests, experiences, thoughts and ideas that children differently expressed. The child's curiosity, discovery and desire to learn is always in focus.

Collaboration with local community.

In Reggio Emilia school is seen as a major player in the local community that interacts with other actors such as corporations, organizations and associations. A rich exchange with different local actors broaden the children's perspective and provides many opportunities for practical anchored learning, while the local community is enriched by the children's tangible presence.

Environment and Materials

Environment and materials at the preschool challenges and encourage encounters between children and between children and their environment.

We offer an inviting and inspiring environment and we see it as our task to create fun and educational contexts, with space for stillness and reflection.

We give the child access to a stimulating environment both indoors and outdoors that is possible to change and that encourages play and boundless creativity.

We give the child access to materials adapted to the child's level, materials that can be used in imaginative play and in the child's exploration of the outside world.

We give the child access to friendships and learning through play with other children and with adults who are aware and good role models.

A large part of the activity takes place outdoors and in close contact with nature. The preschools garden is large and lush with plenty of space for play and exploration.

In the garden there will be chickens, a child can help feed and care for their ability and willingness. We will also build green plantations and flower beds. Children who wish to participate, planting and caring for plants and flowers receive the support they need in order to do this. In the autumn we harvest berries, fruits and vegetables from our garden to use and preserve in our kitchen, even here, the child participates according to will and ability.

Through contact with plants and animals in nature and in the yard, the children have many opportunities to playfully explore their world with all their senses. Children may also experience the satisfaction of seeing the seeds grow, taking care of animals, growing edible sprouts and cooking food, as well as create and nurture their own school environment.

There will be a workshop outdoors where children can experiment and explore. A room with natural materials that the children can use to build and create.

We will create many different "rooms" outdoors; place to rest, read, paint, play and learn.

Even indoors reflect the closeness to nature through the choice of natural and sustainable materials and colors.

The preschool playroom is a large and bright room with warm rugs on the floor and many different toys, puzzles and games that are easy for children to reach and use.

The preschool has access to a studio where you can clearly see what is on offer and was working with the different materials. The environment should arouse desire to create. In the studio, there should be materials that children reach and can be used in many ways. Here children have the opportunity to express themselves in many different ways.

The preschool also has a spacious room for dance, movement, yoga, gymnastics, music, games, theater and other activities that require space to move indoors. In the room are different materials for movement and gymnastics as well as a stage and a supply of costumes and instruments so that children can put up impromptu performances.

Singing and music are a natural part of everyday life at preschool. We also offer regular music and theatre educators to play and create music and theatre with the kids.

The preschool has a quiet place for rest, relaxation, massage, calm conversation and storytelling. The room is pleasantly decorated with relaxing colors, mattresses, subdued lighting and soft pillows and blankets.

The kitchen prepares all the food from scratch with organic ingredients and the children are encouraged to participate in the kitchen. Together with the adults, children bake and cook, set the table and wash the dishes, to experience participation, meaning and joy in the everyday chores.

We often make trips with the kids in the neighbourhood and the local community to explore and get to know our world from many different angles and perspectives. Examples of excursions can be woodland walk, sledding, swimming, visits to museums, theatres, libraries, businesses and industries, farms, homes, artisans, etc.

A flexible and personalized working method

We meet all children as individuals.

We have an open and warm attitude and a genuine desire to understand the individual we meet and create environments to enable these meetings.

We give all children the same opportunities and the opportunity to develop as individuals. All individuals are given the opportunity to equally space and addressed in the same way on its own merits.

We encourage bilingual children to use all their languages as it enhances the children's identity, security and development. Moreover, it is enriching, inspiring and exciting for all the children at the preschool and promotes tolerance and understanding.

We encourage children to express their feelings, needs, desires, thoughts and questions. We do this by listening, responding and taking children seriously.

When it is not possible to meet the child's individual preferences, we show anyway that we have heard and understood what they want and explain why it is not possible to realize at the moment. If it is possible to implement the child's desire at a later date, this is clarified and planned for.

We give the children the feeling that they have the ability and opportunity to influence their environment and their own lives. At the same time it needs to work for the whole group so that all children have the space and the place that they need. The staff put a lot of energy and thoughtfulness to find this balance and is very creative and flexible.

We are as flexible as possible with our time during the day. It is our desire that children should be able to have great flexibility to choose the activity that suits their mood and interest. We try to make it possible for children to spend time outdoors and in the preschool premises upon request and within the framework of the daily holding times, and what works in practical terms so that staff can oversee all children.

The gardener's presence during much of the day makes it possible for the children who want to be out to be so in a secure manner, even if other children and staff are inside.

The chef in the kitchen receives the children who want to participate in cooking and baking. For safety reasons, the number of children per time in the kitchen to be limited, but anyone who wants to can participate at different times.

We design the nursery so that it feels as much as possible like a second home where children feel safe and at home, where they can play, create, rest, learn and be on their own unique way, in interaction with adults and other children.

To further allow for choices we regularly invite persons to hold specific activities with the children. There may be activities such as dance, yoga, massage, art, crafts, music, song, theater, nature study, and more.

We create through this flexibility and choice opportunities and space for as much individual learning, personal development, play and joy as possible.

Play and desire to learn

Through play experience, the children process and understand their environment. In the game, the children develop empathy and social skills. Through play, children develop their imagination and creativity, process problems and resolve conflicts. The game puts the world in context and make events understandable for children.

The game enables children to develop emotionally, intellectually and socially. In the game, the children try, dare, research, discover, and above all, have fun.

The game develops and trains the senses and in this way broadens the children's perspective. In the game the children gain new knowledge and abilities in a natural way.

If a child expresses a desire to learn something specific, we will do what we can to support the child to take in the knowledge that it covets.

Individuals' different interests and interaction in the group is given a lot of space, together with the children we choose themes to focus on during a certain period.

Different ways to focus on the themes can be to read books about it during story time limits, to talk about it, to draw and paint around the theme, build things, to experiment, to invite specialists, to find excursions and in various ways mirror the themes. At the end of the period the themes are presented to the other children and parents.

How a theme is examined, processed and presented depends heavily on the age of children, willingness and enthusiasm. Educators plan and support children through the provision of materials and suggestions for activities linked to the theme by asking relevant questions and by keeping the group together and supporting children to make decisions and create together.

The basic values in preschool

"Values are based on the ethical attitude that will characterize the business. Care and consideration for other people, like justice and equality, and their own and others' rights will be emphasized and made explicit in the business. Children assimilate ethical values and norms primarily through their concrete experiences. Attitudes of adults influence children's understanding and respect for the rights and obligations that apply in a democratic society and is therefore important adults as role models."

From the Swedish curriculum for the preschool.

At Backa Friskolas Preschool, we work in a conscious way so that children feel safe, get a rich learning and have fun in kindergarten.

The teachers are good role models for the children, based on the pre-school values and the school's vision and guidelines.

The teachers listen and take into consideration the children's curiosity and interest.

Educators see changes in the individual child, and guide the child in its natural development.

Educators recognize and acknowledge the child so that she / he feels seen and heard.

The teachers emphasize the individual child's strengths and abilities.

The teachers are constantly working actively on values. Everyone should have the same approach based on values and we will put great focus on the introduction of educators and we will actively work with this at staff meetings and performance reviews.

Staff

Preschool director

Backa Friskolas Preschool will hire as preschool director a person who shares the Association's vision, values and goals.

Furthermore, this person have the education and at least 5 years of work experience as a preschool teacher. Of which preferably at least 2 years in a nursery school with Reggio Emilia orientation, or any other activity with a similar focus. Experience from previous management position is meritorious, as well as leadership training.

Preschool Director will have training and experience in using NVC.

Backa preschool director will work to ensure that:

- Children's best interests are taken into account before any decision, the children's well-being and development activities are in focus.
- Basic values and the vision are kept alive among staff and operations
- The association's guidelines are followed in daily operations
- Staff and children feel part of the business and are able to influence key decisions
- Staff and children experience a good atmosphere and have the opportunity to develop themselves
- An NVC language and attitude permeates staff communication with each other, with the children and with the guardians.
- Convey clear goals for the business and maintain a clear and sociocratic organization
- Operations are continuously documented, evaluated and developed

Other staff

All staff must submit certificate of registry and this is followed up every three years.

All staff should have relevant training and experience.

All staff need to share the school's core values, vision and goals, as well as have an understanding and a willingness to abide by the guidelines that the business works.

We prefer that staff have a Reggio Emilia training, or experience from working in other Reggio Emilia preschools. An interest is a must and we will provide an opportunity for education.

All staff will receive training in NVC and Sociocracy. Previous training and experience of NVC is an advantage.

All staff should receive first aid training during start up, then be offered training every two years.

All staff must also receive fire protection training at the start. This is updated every two years. All educators will have access to respective Personnel Folder where there will be a job description, service regulations, rules and guidelines.

Procedures for handling staff absences

In the case of staff absence the director is contacted.

He/she then contacts a substitute.

All substitutes receive an information binder of rules and procedures in preschool and up to date info on what group they are in charge of and what to do.

In case of no substitute or difficulties in obtaining substitute teachers security is most important and planned activities may be cancelled if necessary to ensure children's safety.

Working hours and reflection

2 hours a week teachers have individual planning during working hours.

1 day a week all the staff meet for a 1-hour-sharing.

1 day a week all the staff meet for a 1-hour joint planning and reflection.

Each teacher is responsible for 5-6 children that they have in their group. They will be responsible for the introduction and development discussions with these children. Every teacher has access to a camera & computer for the pedagogical documentation. Every teacher has a planning binder where they every week fill in their reflection protocol that acts as a documentation and evaluation of the week's activities.

Teachers use a reflection protocol where they work with the questions:

1. What did the children do?
2. How did the children fare in activities?
3. What wishes / needs do the children have?
4. How does the communication between the child, the child / teacher work?
5. How do we evolve? What is the next natural step?
6. Connection to the curriculum.
7. Preparation / Planning for next week.

In order to broaden the understanding of children's learning processes staff meet regularly to reflect on and analyse their work with the children.

The understanding is of great importance for the development of the business. Observation and documentation are an important tool in this work.

Pedagogical documentation and systematic quality assurance

The documentation becomes pedagogical documentation when staff use it to develop their ideas and their work with children. The staff collects material and studies it, reflecting together both with teachers and with the children. We put up pictures or make little books in which children's experiences are shared with each other. Here it is reflected back what we did, how we did it, and what the result was. Finally, the documentation may present how we think about a learning process. Or, during a learning process, how learning processes evolve and we can visualize how learning worked.

The documentation is also used to visualize the child's interests and raised at the evaluation meeting with the guardians. Here the focus is on what the child is interested in, and how to develop it. Just the same focus that is placed on the group in reflection sessions for the team.

At the end of each month at the staff meeting every educator fills in a form about the children.

Points they go through are:

- With whom is the child playing?
- What does the child make at the preschool?
- What is the child interested in?
- How does the child feel?
- What needs of the child have not yet been met?
- How can we best meet the child where it is right now?

This is to make visible all the children and for everyone to have their say on all the children.

All children will have their own folder. An individual development folder where children and staff share documents concerning the child's experiences, expression and development in preschool.

Development talks

Twice a year development talks are held with children and guardians.

Before the development talk guardians receive a questionnaire with information and questions that they should complete before the meeting.

At the development talk the child's folder is gone through and the teacher explains how the child is doing at preschool and connects it to the curriculum. Teachers ask guardians how they perceive the child's mood and well-being at preschool. Guardian opinions, thoughts and proposed changes are documented and always included in the staff meeting if necessary.

Parental Cooperation

(In this text we write for simplicity's sake parents, meaning all guardians, whether they be the children's biological parents or not.)

Collaboration with parents is very important to us and we think it is crucial that parents feel that the activities offered their children are valuable and worthwhile, and that they are able to influence and participate in the activities. At Backa Friskolas Preschool parents should receive regular information about their child's development, the activity of the preschool and the possibility to influence the preschool.

Parents are invited to development talks 2 times a year.

Parents are invited to a parent meeting 2 times a year.

Parents are important resources for preschool, both with their understanding of their child's unique needs and with their different abilities and skills.

Backa Friskolas Preschool operates according to principles of NVC, which means that the staff always appreciate open and honest communication, and communicate in this way back. Criticism is received as a valuable gift which provides opportunities for development and improvement. The staff is also trained to handle possible conflicts in a constructive way.

Parents are given the opportunity to attend the pre-school daily activities by appointment. Parental involvement is always welcome and parents' views and wishes are taken very seriously by the staff and management.

Those parents who wish to stand on preschool substitute list and can be called in to work if necessary may do so. (Of course, they will then be paid according to the preschool regular substitute teachers salary.)

Parents are often invited to participate in theme days and outings, to take part in gardening and in various ways to support the business with their unique skills and knowledge.

2 times a year a family day is organised at the preschool where we jointly take part in some much-needed projects. It may be spring cleaning, gardening, window cleaning, repainting, etc. The day will be something of a family celebration as we both work, eat, celebrate and socialize together. These are days both for performing practical work and for all who are concerned with the preschool to have the opportunity to meet and socialize.

Backa Friskolas Preschool takes out parental fee according to Karlstad Municipality's tariff for preschools. Backa Friskolas Preschool provides place in the school according to a waiting list based on the date the application was received by the school and sibling priority.

Daily routines - Bullet Points

If there is a parental need than the preschool will open at the earliest 6:30 and close at the latest 18.30. Otherwise, we follow the schedule below:

08:00 The preschool opens

8.30 - 9.00 Breakfast

9:15 Morning Gathering with singing, sharing, meditation, appreciation, information and games

12.00 Lunch

12.30 Rest for smaller children and calm activities for older children

15:00 Afternoon Snack

17:00 The preschool closes

Mornings and afternoons are devoted to various activities and projects, outdoors and indoors, according to the weather, the children's mood, the groups composition and current themes.

Weekly routines

Each weekday has its special flavour and focus that effects the choice of activities.

Mondays are calm days. A day to spend to land back at the preschool and reconnect with each other after the weekend.

Tuesday and Thursday the focus is especially on the current themes.

Wednesday's is the pre-school excursion day.

Friday is a day to summarize and celebrate the week that was. We take time to in various ways to express and work through our impressions. It may be through theatre, art, dance, talks, performances, appreciation, celebration, ceremony, etc.

On Monday and Friday we invite a yoga teacher who holds yoga with children who wish after lunch.

On Tuesday and Thursday we invite a dance teacher who holds dance games with the children during the afternoon.

Staff weekly routines

Mondays after closure the staff have 1 hour planning meeting.

Thursdays after closure the staff have 1 hour sharing.

Security at preschool

A safe and secure environment is essential if we are to have good educational activities.

Here at Backa Friskolas Preschool:

Injury prevention is a part of daily operations.

Action plans and procedures are developed and used so that risk situations and accidents are minimized.

Staff make child protection rounds at least once per semester.

All incidents and injuries are reported.

Everyday routines are developed and conveyed to guarantee safety.

Daily attendance is taken on all the children and all are ticked off with when they come and when they leave. This is so that we always know which children we have at the preschool in the event of fire, or the like.

Routines for being outdoors - staff are where the children are.

Routines for indoors - staff are where the children are.

At the excursions we always bring a backpack containing a phone list, mobile phone, and first aid bag.

Appendix 1

Action plan for children in need of special support at Backa Friskolas Preschool

Objectives:

That all children in need of special assistance should be offered the support they need.

Method

When it has been noticed that a child has special needs, the following workflow will be followed. The work process shall be continuously documented.

- The child is observed in the nursery, which is documented.
- The staff together write a description of the child's situation.
- Responsible staff conducts an investigation in consultation with the guardians.
- Responsible staff prepares an action plan in consultation with the guardians. Responsible staff leads all meetings at this level.
- Resources and methods are decided to create the best conditions for meeting the child's needs.
- Action Plan is monitored and evaluated within 6-8 weeks.
- Responsible staff contacts the external special education teacher for advice on how to proceed.
- If necessary, send a request for further investigation to external specialists, BUP.

All the actions taken are continuously evaluated.

Guidelines for the preparation of the action plan:

If a child is in need of special support, an action plan is drawn up.

The action plan should be a tool for planning and collaboration between the responsible teacher and guardian and further follow-up and evaluation of assistance. There is a written confirmation of what support the child is in need of and a description of the actions to be taken. The measures in the Action Plan should be both short and long term and relate to the preschool curriculum. It is to state the child's needs and how these needs are to be met. It is important that the measures embodied so that the program can be monitored and evaluated. By continuously monitoring and evaluating actions the chances of the measures intended being effective increase. The key to success is to have a systematic process.

Appendix 2

Backa Friskolas Preschool plan against discrimination and degrading treatment

The plan is valid from 2015-02-01 to 2015-11-01

Responsible for the plan: Preschool Director

Target

At Backa Friskolas Preschool, all feel welcome and respectfully treated. This applies to children, guardians and staff. Everyone should feel safe and accepted at the preschool. All children at Backa Friskolas Preschool will be seen and acknowledged and learn to see and understand others.

With us, diversity is seen as an asset and no one shall be subjected to degrading treatment. Everyone who works with us must actively work to prevent all forms of degrading treatment.

At Backa Friskolas Preschool, we want to help children develop beyond stereotypes. Freedom to choose regardless of gender should be a given.

All children who have gone to Backa preschool should remember their pre-school time as safe, fun and educational.

Promotion and prevention

At Backa Friskolas Preschool our approach is inspired by Non violent Communication (NVC) in all human relationships. We believe that NVC contributes to respectful treatment both between children and staff. We see violations as a symptom of unmet needs of the person who offends. We make a clear distinction between person and action. We see conflict as a golden opportunity to learn to understand each other, ourselves, and how we can work together.

To be able to learn and live the democratic values of the school basic skills in communication and conflict solving are needed. We draw inspiration and knowledge from NVC in terms of attitude and communication that support our collaboration. NVC is a tool to express respect for self and others and to cope with all the conflicts that arise in everyday school life. We value the use of language that clarifies values, adults should be an obvious authority without having to use threats or punishment.

To grow as an individual, the group is important. Being able to both be yourself and be able to interact with others in a group are important skills that we encourage and constantly work to strengthen in both our staff and our children.

Our teachers are continually trained and receive guidance in NVC.

NVC is used naturally in the daily communication between staff and children.

When rules are needed adults and children will make them together, if possible depending on the children's age. Everyone should be involved and be able to affect their everyday lives. We build forums for participation and influence as sharing, evaluations, development talks and meetings.

The regular sharing round increases children's ability to listen and understand each other and to express their own feelings and needs.

The teachers are training the children's capacity for empathy and respect for the equal value and give them the tools to resolve conflicts.

Conflicts between children are treated as an opportunity for development and are treated by the staff in a calm and contained manner. In a conflict situation every party should be seen and heard and both sides of the coin given as much space.

The teachers give the children opportunities to help each other; the smaller children, for example, get help to lay up food or dress by the older children.

The teachers talk with children about how they can act to be a good friend and how they can help a comrade.

The teachers lead by example and show the children how to behave respectfully towards each other. Staff should never speak badly about other staff, other children or parents.

We check how the children are doing and pay attention to conflicts when they arise. We are continuously working to resolve problems. Conflicts are seen as a foundation for all learning and growing.

We always have adults present who know the children and help them directly as things happen.

The preschool is small both in size and number of children, making children visible and able to make their voices heard, with no danger of disappearing in the crowd.

We work very much on strengthening all children's self-esteem. We want everyone's qualities and strengths to appear and that everyone should have room to show who they are and what they can achieve.

Evaluation of prevention

Each year we conduct a survey among parents where they anonymously can answer a questionnaire about how they feel that the environment is at preschool and how the prevention of abusive treatment works. In the survey, we encourage parents to talk to their children about the questions and answer them according to the children's experiences. We follow up questionnaires and compare with previous years.

In development talks, we always take the children's social development into account, and see it as a foundation for all other development in school and in life. The development talks are documented.

Bringing to life the vision of the association and the values it represents is important to us. Therefore we discuss regularly it in the staff group, and also at parent meetings. We evaluate every summer and go through our documents and revise as necessary.

Action plans

Policy

There should be zero tolerance for harassment and abusive treatment at Backa Friskolas Preschool.

The staff have a common understanding of what is meant by harassment and abusive treatment and how they as adults in preschool should respond to any such treatment.

Routines

Staff and guardians are alert to signs which may indicate that a child may be the victim of violations.

Staff have a good view of the children and are ready to give children support in situations where fights and conflicts occur.

The preschool regularly examines if there are children who are victims of harassment and abusive treatment.

All children and guardians have an adult at pre-school to which they can confidently turn to when they or another child becomes a victim of harassment or offensive behaviour.

Staff and guardians are informed about the characteristics they should pay attention to.

A child who is a victim of violations can:

- act sad and unhappy, listless and passive
- have difficulty concentrating
- underperform
- lack friends
- have difficulty speaking in groups
- have difficulty standing up in the peer group
- sleep poorly, have nightmares.
- be reluctant to go to preschool

Procedures if children are being violated by another child

Investigation is made.

An action plan is drawn up.

Monitoring / evaluation of measures under the action plan.

Call and response plans are documented.

Guardians are always informed in connection with bullying investigations.

Responsible: Responsible teacher and preschool director.

Procedures if staff are violating children

If a member of staff discovers abusive behaviour by a colleague against children they are responsible to respond and talk to the colleague. They should then be sure to get a conversation with the adult in private and ask how he was thinking. They should avoid sensitive discussions between adults when children are present.

In cases of serious or repeated violations staff shall inform the pre-school director. If a child feels discriminated against or offended by any adult at the preschool his guardians should immediately report this to pre-school director.

The pre-school director is responsible to ensure that these accusations are being investigated.

Preschool director ensures that the matter is being investigated and documented.

Anyone who has been accused of violating the children shall be informed by the preschool director, if desired, together with the union representative / mediator.

Preschool director is to proceed in accordance with what the investigation shows.

This may involve discussions between the parties. Then both preschool director and guardians can be included. Preschool Director may reprimand or have consultative talks with the reported.

Both Discrimination Act and the Education Act contains an absolute prohibition for employees to subject a child to harassment or offensive behaviour. This is true for all possible forms of violations.

A child who is aggrieved by any teacher is in a particularly vulnerable situation because they are in a position of dependence. Violations committed by staff are therefore regarded as very serious. The Preschool will act expeditiously when there is suspicion that a child may have been offended by any member of staff. Pre-school director is responsible for such an investigation.

In serious cases of harassment or offensive behaviour, it may be time to consider disciplinary action against the person or staff who has performed harassment or violations. The Employment Protection Act (LAS) lists a range of employment law measures that employers can take against employees who misbehaved and exposed some of harassment or offensive behaviour.

The measures that can be encountered are: Warning (according LAS 30§) Repositioning (according LAS Section 7) Termination of contract (according LAS Section 7) (according LAS Section 18)

Before any of these legal actions are taken the employee's eventual union should be contacted. In connection with legal action against an employee support talks should be offered.

If the investigation shows that there is a suspected crime a report shall be made to the police by the preschool director.

In conjunction with the police report contact is also made with Social Agencies so that, if necessary, they can provide support to children and family.

If the case is handled by the preschool then a follow-up of the case is made within 3 weeks.

If the preschool director is suspected or accused of abusive treatment guardians or other staff should report this to the board and the board is responsible to investigate the matter and take action as above.

Procedure if children violate staff

Preschool Director should be informed and ensure that the case is investigated and documented. Guardians will be informed.

Decisions on action will be taken together with relevant staff, children and guardians.

Participation and information about the plan

Since this is the start of a new pre-school, children and guardians have not been able to be involved in developing this plan. Children and guardians will be involved in evaluating and improving this plan continuously.

Information about this action plan should be given to children, guardians and staff.

The action plan should be readily available, along with other documents about the school on the school website.

Responsible: preschool director

Evaluation of the plan

This action plan should be continuously evaluated in the staff group, in consultation with guardians and children, and in conjunction with the annual quality report.

Last year's plan is evaluated through questionnaires and reported in the systematic quality work.

Involved in the evaluation of last year's plan:

Involved in the work, preschool director, staff, guardians and children

This year's plan will be evaluated at the latest by: 2015-08-01

This year's plan will be evaluated through:

- Surveys to staff and guardians
- Appraisal
- employee interviews

Responsible to ensure that the plan is evaluated: Preschool Director