



Welcome to Källby Gård

Götene community, Sweden



Källby Gård

A Safe School



**A small manual for you
who wants to start
working with pupils'
work environment**

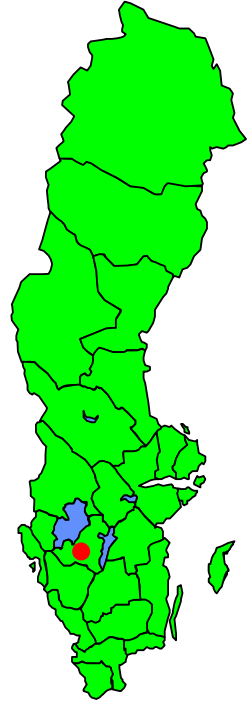
The 24th November 2003
Källby Gård was first ever
designated as an
internationell Safe School

By Eva Cardell and Anders Ader





Källby Gård



Källby Gård is a comprehensive school with children from 6 to 12 years old. Some 250 children and 40 adults are working there.

At Källby Gård there are several different activities as pre-school, pre-school class, after school center, leisure school center, and a library. Since 1997 there is a boarder of parents governs the school.

A systematical work environment has been carried on since 1994. Källby Gård has been a model for work with prevention.

Källby Gård was the first school in the world to be awarded the title of safe and secure school, according to the criteria set up by the WHO.

Do you want more information about Källby Gård?
Se www.gotene.se Look for "Barn och kunskap"



The school is the pupils' work environment.



More than 1,4 million pupils and about 250 000 adults are working in Swedish schools every day.

Working environment activities in school provide a preparation for the world. The environment forms their ideas about the life of work.



The school is the pupils' work environment.

They today spend the largest part of their everyday life at school.

That's why it's important to have a good environment which is development both intellectual and social.

It's important for them to feel safe and secure.



The adults have the responsibility for the security and safety of the children in their environment.

You must have knowledge, engagement and power to act.

In Sweden there is a work environment Act telling the principle's responsibility for the children's safety and security.

Some important starting points

Källby Gård -



The best school...

The starting point is willingness and capability.

To have a vision shared by everyone to create a good and secure environment.

To critically evaluate is the key to success.

The working environment is a point of the quality work.

A good education environment supports health and everything goes back to the importance of feeling valuable.

The schoolnurse's dialogue - an active prevention

The schoolnurse's dialogue with the child after an injury is important.

Here you lay the foundations of a preventive work.

The dialogue increases the consciousness of the child for risks and how to avoid them. You also get knowledge of what children think about their own work environment.



Questions like How? Why? What? are important.

Participation and influence



The school's value has a decisive meaning.

School is the pupils' work environment.

That's why it's important that they can have possibility to have influence on their work environment.



They find the risks

In the work environment we must take the pupils' ideas seriously .

They often know where to find the risks and they also have clever proposals how to solve them.

When the adults respect the engagement of the children, they are also good examples.



The task for pupil safety representatives

The pupil safety representatives are working to increase the safety and promote their own security. They are a kind of surety for pupils' influence.



The principle and the pupil safety representatives are key-persons.

Basic needs



UN Convention of the Rights of The Child

Art. 2 All children have the same rights and are of equal worth.

Art. 3 The best interests of the child are to be a primary consideration.

Art. 6 The right to life and development.

Art. 12 The right of the child to express his or her views.

The articles provide a value base for the task of creating environments for children, which are safe and conducive to their development, and of involving youngsters themselves in this process.

To see with childrens eyes

The child's perspective

Three views



The adult's view of the children's perspective and treability to see the existence through the children's eyes



The children's perspective on their own existence



Connections between children, adults, where the children communicate their experience that the adults interpret

Research exists on
how children think

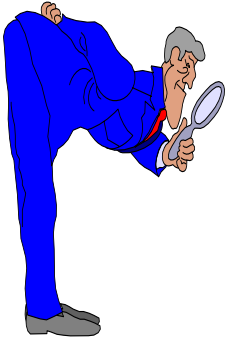


But we also have to find out
What children think and visualite it



A childperspectiv can´ t developpe if the child
doesn´ t have anywhere to express itself

A plan of action



An overall
view

- Create good teaching and safe environment full of challenges and activities,
- Every close call and accident, which occurs at school, are registered,
- Special sub-committee work against bullying and violence,
- Environment tours with staff and pupils look for risks at school,
- A local rule for the use of cycle helmet since 1997,
- Parents are involved in creating a safe traffic environment around school,
- A cooperation with associations about values and rules of the pupils,
- Education in first aid.

The beginning of the work environment was changing of the schoolyard.

If we form a school playground that offers challenges, something out of the ordinary, will it be increasing numbers of injuries?

Safe and creative environment - is it possible to combine?

The school is one of the most dangerous work environments



..and what environments is affected?

Let us find out.....

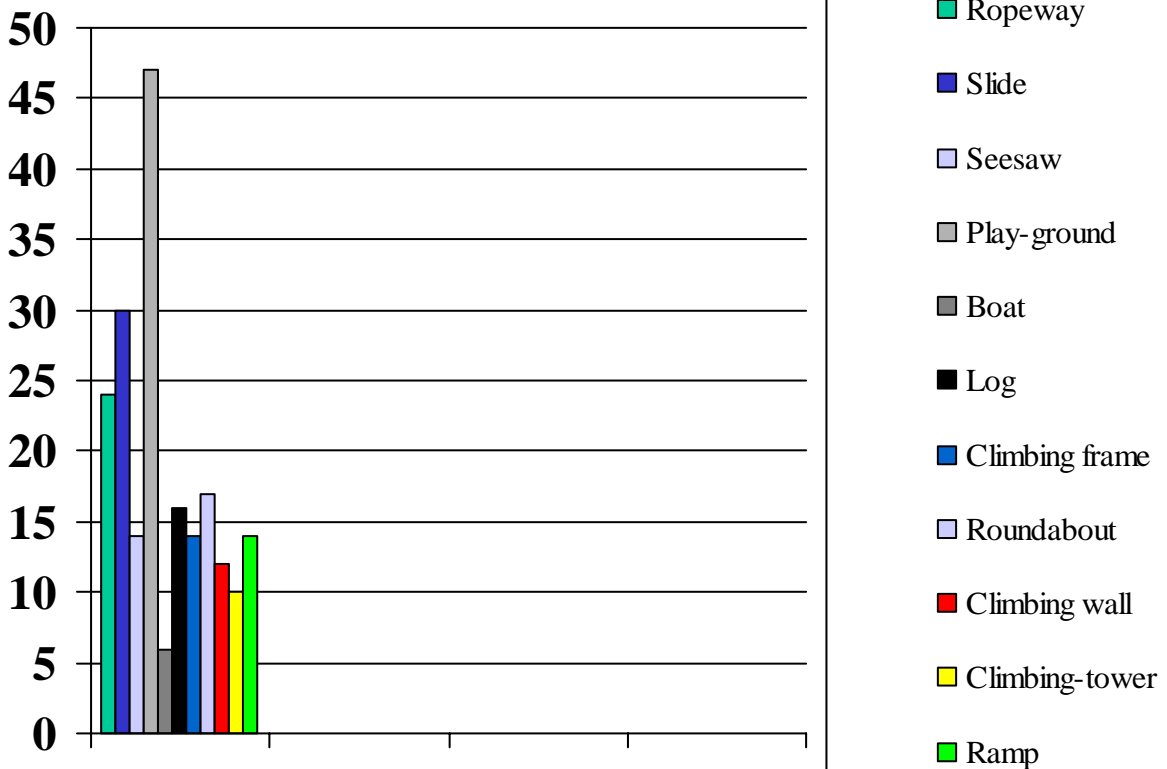


O -visionen - a challenge

Vision
at Källby Gård

We want to
decrease
accidents and
injuries.

But still pupils are going to hurt themselves.



By registration all accidents and close calls, we have good chances to decrease the injuries.

What about injuries at your school?

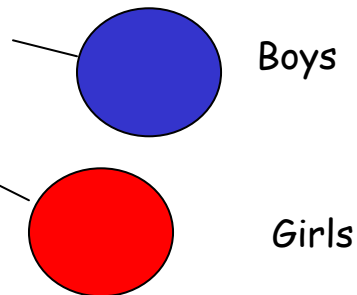
A special form, red and blue pins, and a map help us to find risks in the environment.



Every injury and close call are registered by the pupils, and sometimes together with the school-nurse, on a special form.



Injuries and close calls are recorded on a school-map with different markings. Blue pins for the boys, red for the girls.



In that way we soon discover the dangerous places and can quickly make necessary changes.



Key-persons are the principle and the schoolnurse.

Registration of injuries - an important aid for us to prevent injuries

Blanketten ifylls och lämnas snarast till skolsköterskan

1. Anmälan 01 Händelse utan skada Datum _____
 02 Skada Klockan _____
 03 Vem tog hand om skadan _____

2. Kön 01 Pojke
 02 Flicka 03 6-8 år 04 9-10 år 05 11-12 år

Var? _____


3. Inomhus 01 Lektionssal 4. Utomhus 01 Skolgården
 02 Slöjd, trä, metall 02 Skolvägen till/från
 03 Slöjd, textil 03 Bollplan
 04 Idrottshallen 04 Utanför skolområdet
 05 Omklädningsrum 05 Utfärd, friluftsdag, lägerskola
 06 Korridor 06 På praplats
 07 Skolrestaurang 07 På annan plats
 08 Hemkundskap
 09 På annan plats inomhus: _____

5. Var på kroppen?
 01 Huvud/ansikte 02 Ögon 03 Tänder
 04 Overkropp 05 Arm 06 Hand/finger
 07 Underkropp 08 Ben 09 Fot
 10 Hela kroppen

Vad sysslade Du med? _____

Vad hände? _____

Sätt ett kryss på kartan där Du skadade Dig!



6. När under 01 Lektion 7. Fanns vuxen person där?
 02 Rast 01 Ja
 03 Till/från skolan 02 Nej
 04 Utflykt, studieresa, lägerskola 03 Oklart, vet ej
 05 Annat

Annat _____

Uppgiftslämnare: _____ Grupp/klass _____

Talung med barns namn avskiljs av skolsköterskan innan blanketten går vidare.

Skadat barns namn _____ Grupp/klass _____

Planning of work

The form give us information about injuries and close calls.

The children themselves, sometimes together with the staff, fill in the form.

The form is handed over to the schoolnurse.

Important information

We get information where the injury is occurred, type of injury, why it has been occasioned, who takes care of the pupil, time, gender, age and so on.

On the "body" the pupil marks the place for the injury and then on the school-map.



Källby Gärd - En stiker skola
 Registrering av skador och tillbud

Källby Gärd - En stiker skola Registrering av skador och tillbud

Talung med barns namn avskiljs av skolsköterskan innan blanketten går vidare.

Skadat barns namn _____ Grupp/klass _____

2005/11/18

The dialouge prevents and creates the possibilities for thoughts about the accidents.

Once a month the schoolnurse make a report to the principle

The result of our work

Since 1996 we have
registered all close calls
and injuries
occurred at Källby Gård

The registration has helped us to

- discover risks in the pupils' environment
- do something about it
- prevent risks by looking for them- the children are the detectives

... still 691 close calls and injuries have occurred.



What do you know about injuries and risks
at your school?

Injuries occurred 1996-2006

Total	691
* indoors	205
* outdoors	486

Play-ground	437
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Accidents without injuries	160
with injuries	690

When?	
Break	365
Lesson	183
To school and home	35

Gender		
Boys	352	52%
Girls	310	45%

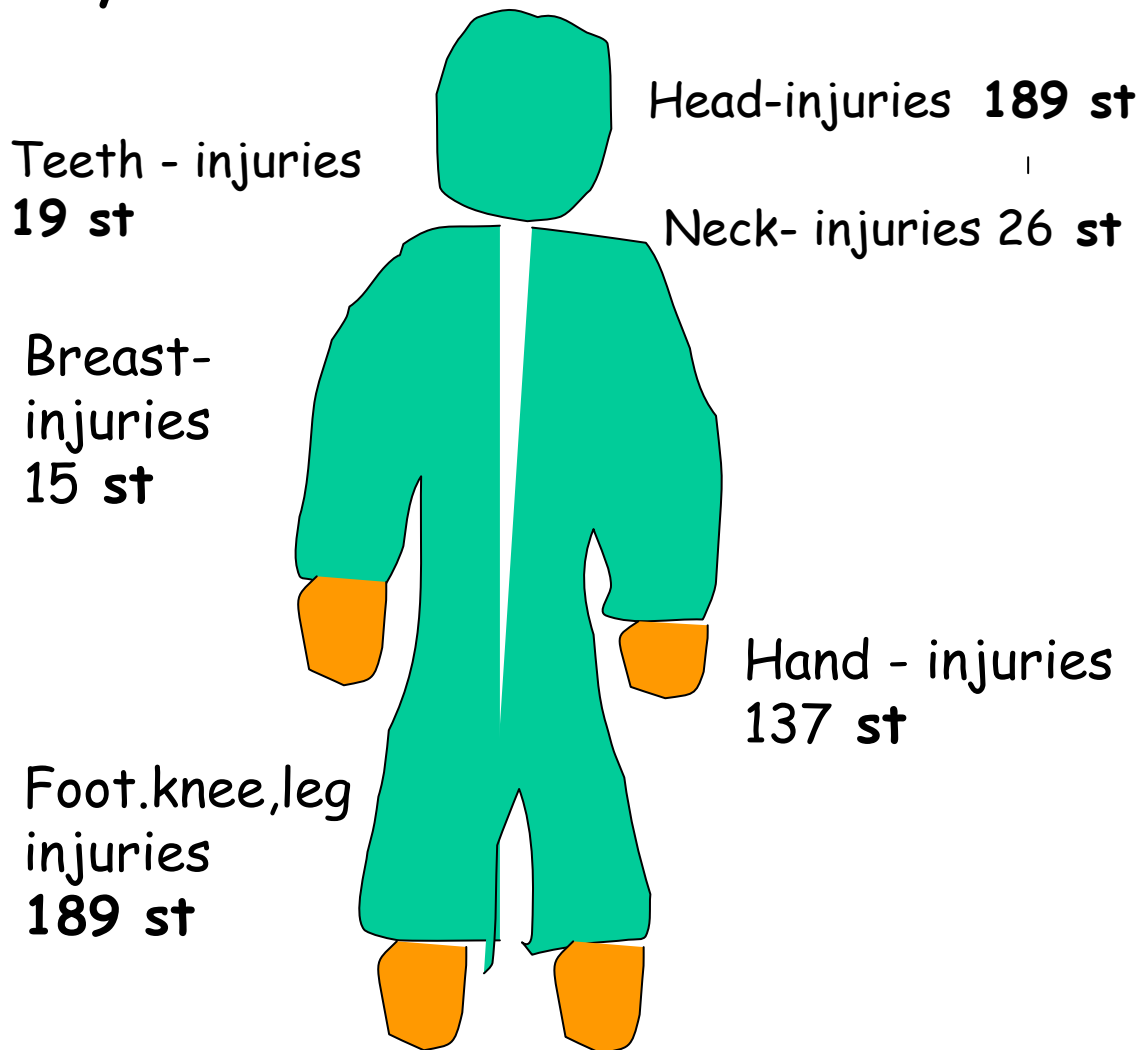
Ages		
6-8 aged	230	37%
9-10	218	34%
11-12	177	29%





Källby Gård - registered injuries 1996-2006

Type av injuries and the place of the body



Pupils at school
690 st

To prevent risks in the pupils' work environment.

The working environment tour gives us an important knowledge.

1. Ventilation
2. Lights
3. Hot/Cold
4. The classroom
5. Details
6. Play-ground
7. Atmosphere/Realtions
8. Others

Mapping

Out of these 8 points every class invents the risks in their environment and gives proposals for improvements.

The check-list contents areas involving both physical and psychosocial environment, bullying, violence, special treatment, risks etc.



Working environmnet tour

Important points of view from the mapping must be closely examined. The defects are listed and a working environment tour is carried out to determine which corrective measures are required.



Plan of acting and evaluation

A plan of acting is written. What are we doing? Who takes the responsibility? What can we do ourselves? What must we let other people do? Parents are informed.



Key persons are the principle, pupil safe representatives and schools' safety committees.

Children need their space, challenges and space for their own creation and to be able to test their limits.....



It is important to create environments where children can have different experiences.

Only our fantasy sets bounds.



We can often arrange things by small resources.

A simple ditch through the schoolyard, a challenging stock, a tunnel.....

Looking at children when they are playing give us knowledges about how to create the environment.



The preventing work

By thinking how to create safe environment it gives us possibilities to arrange different types of challenging environments.

Games promote health and joy

By changing our schoolyard we want to create a postiv environmnet för learning. It will promote to give childrens' playing health joy, creative spirit and contribute to social interplay.



At Källby Gård

we work with all parts in order to create a safe, secure and stimulating learning environment



The environment is important!

It should be welcoming, a space for play fantasy and rest .

The students' ideas and good proposals.

We adults create condition for play at playgrounds, in schoolyard and in parks.

The students had a lot of ideas about their schoolyard, we let an landscape architect form them and with resourses from parents and students, we created an attractive environmnet, which gave large possibilities for playing and creating.

A long-term plan

By working with a long-term plan we want to create a school-yard in changing and where the students always are in focus.

A meeting place for all ages

We want to create a meeting-place for everybody - a feeling of fellowship and participation.



Key - persons are the principle and the teacher who is responsibility for the schoolyard.

Participation and influence



A childperspective

A childperspective can't develop if the child doesn't have anywhere to express itself.



The deputies of the children.

At Källby Gård the pupils have different possibilities to practise participations and influences.

The working environment committé consists of pupils, principle and members of the staff.



The pupil safety representatives

The pupil safety representatives are working to increase the safety and promote their own security. They are a kind of surety for pupils' influence.



The play-ground work

To participate in an active way and affect your own work environment is important for everybody - also for our pupils.

The pupils are to a great degree involved in designing their own schoolyard.



Key-person is the principle

Activities to promote health



At Källby Gård exercise and motions are two very important moments to get a school of health.

The year of 2001 the students walked round the whole Europe.

It was the start-point for healthy activities.

2002 - the jump year at Källby Gård

Alla students got a skipping-rope to use at their breaks.

Every day the students were jumping with theirs ropes and in that way they got a lot of moving-activities in a joyful way. To day the students have every day extra time for moving.



Lessons in the forest

We arranges special days in our forest.

Teamworking strengthens the students' self-esteem and the social interplay is important for the student's development.





We offer break activities



Scheduled exercise activities for the classes



Open footballs and sportstraining in the afternoon

Collaboration with sports associations

The safe environment

A large part of our working is concentrated on high risk groups and environment.



The yellow jackets

To make the pupils breaks safety there are many grown-ups out during the pupils' breaks.

All adults are wearing yellow jackets to be visible and easy to find.

In the changing-room of the pupils there is always a grown-up before and after an gym- lesson in order to give the pupils safety, and there is a committee against mobbing and violence



The small children use helmets on the playground when cycling



and since 1997 there is a local rule for the use of cycle helmets.

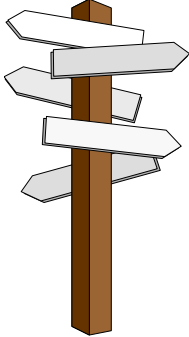
Co-operation

We have for many years a continuous co-operation with the police and leisure organisations to increase the safety outside the school. A local network has been established with the local organisations and common commandments about norms has been drawn up.



The traffic programme

A programme for the traffic environment has been taken by the local parent committee . In cooperation with the National Road Administrations och the techical staff in the community a lot of measures have been attended.

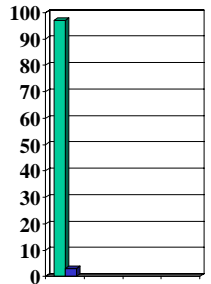


1. Local cycle helmet law since 1997
2. Low speed outside the school area - 30 km/h
3. Safety bus-stops
4. Seperated traffic roads round school-area
5. Fence around the schoolyard for small children
6. Special traffic days at school
7. Collaboration with the police



A local rule for the use of cycle helmets.

The local parent committee introduces a local rule for the use of cycle helmets in 1997. 97% of the pupils today use cycle helmets. We continuously measure their use.



Bus stop outside Källby Gård school, specially arranged for schoolchildren waiting for the school-bus

Notice the low speed. 30 km/h



The hard traffic is almost separated from the school childrens roads to school.
A tunnel for pedestriens and cyclists is built



And into the school-area all cars run on a separeted road.



There is a special fence round the schoolyard and outside the speed is lowered.

Our psychosocial work for social collaboration and companionship



To listen to the pupils seriously

We listened to the pupils seriously and help them in solving there conflicts.

The school staff is briefed in dealing with conflicts.

Social interplay

Every class are training in co-operation out of age and maturity.

There are different programmes for work with social interply.



Committee against mobbing and violence

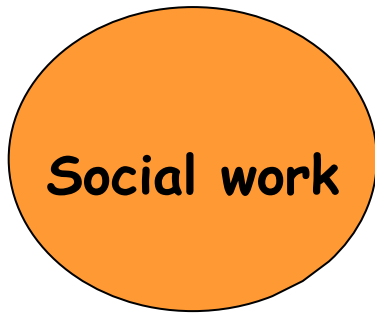
Källby Gård has more than 10 years ago a special sub- committee with both adults and children working against mobbing and violence. The committée is elected by the principle.

The tasks.

There are pupil safety representatives from age 7. Their task is with "their eyes" get the adults concious of the pupils physical and psychosocial work environment. They are the pupils representatives. They got every year training for the task.

The anti-bulling committee meet the pupil safety representatives regularly and other key- personons as schoolbus-drivers , our school-porter, the staff in our schoolo-restaurant etc..

The committee has fixed times for visitings and for calls once a week.



AMG - Källby Gårds antibullinggroup

Källby Gård has an environment plan built on influence, collaboration and interplay.

Pupils, teachers, parents and technical staff are working for promote safety at Källby Gård.

The environment plan includes for example:

- Programmes against bullying and violence
- Student protect
- Valuebased work -groupexecises/interaction
- Work environmnet education
- Insulting special treatments
- Equality
- Worketics
- Expactions document

Other important documents

Policyprogram for safety and security

Källby Gård has an infrastructure based on partnership and collaborations, governed by a group of pupils, teachers and parents that is responsibility for safety promotion. Long term-,sustainable, operational school programmes covering both genders and all ages, environments and situations.



Results

What have we accomplished?

We claim that our work has contributed to

create a good work environment for children and the staff

improve ventilation, lightning and forming of the place of work

prevent accidents and incidents through the discovery of the scarcity in an early stage on the schoolyard

decrease head injuries and accidents at bicycle through a local bicycle helmet law .

secure the traffic environment around Källby Gård has contributed to a safer traffic environment

create engagement and participation in the work with our work environment

show our children respect and confidence

give our children power that they can affect their own work environment



What about your work environment at your school? Has it been successful?



To be successful

Basic of value at school - attitudes

High degree of influence - pupils, parents, staff

Knowledge and competence. Why? What? How?

Staying power - we started 94

Programs, structures, models and daily work

Enthusiast and good leadership

Collaboration - intersectoriellt internt and externt

Do you want more
information?



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WWW. Gotene.se
Look at "Barn och kunskap"