

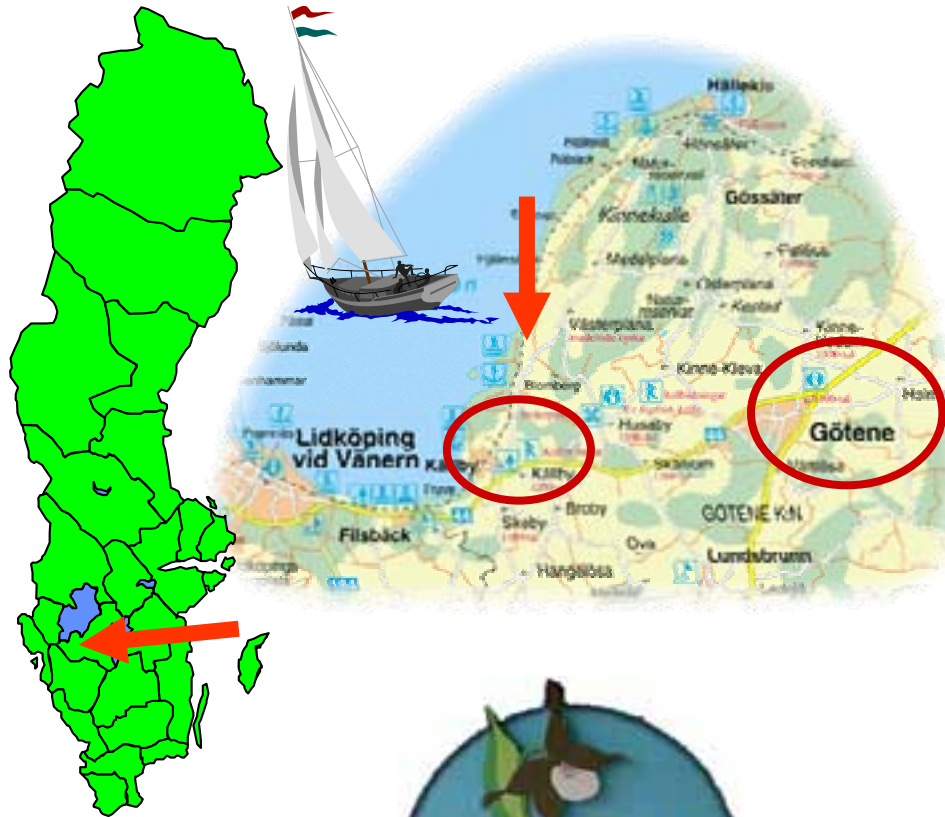
# The work environment at Källby Gård School



Eva Cardell

# Källby Gård - Safe school

in the municipality of Götene, Sweden

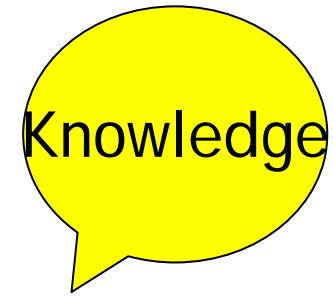


Källby Gård is a primary school with children from 1 to 12 years old. Some 400 children and 60 adults are working there.

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.

School - one of our common place of work.

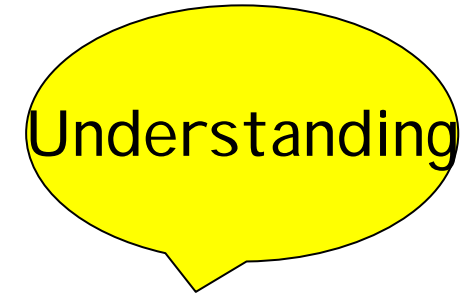


More than 1,4 miljon pupils and about 250 000 adults are working in Swedish schools every day.

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 environment of the pupils.



The school is the environment of the pupils.

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 developing both intellectual and social.

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

The children's right of having a safe and secure work environment.  
The responsibility of the adults.

Responsibility



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.

## Participation and influence



"Work environment detectives"

Value

To reach a high level of engagement and participation it's important to let the pupils be involved in the work environment.

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.

## The deputies of the children.

### Valuation



Key person is the principle.

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

- Pupils council
- Food council
- Break council
- Safe school group
- Pupils safety controllers

The councils consists of pupils, school-principle and members of the staff and parents.



# We visit Källby Gård school

# We started 1994

**The beginning of the work environment**

was changing of the schoolyard.

**We asked us:**

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

**We strive to  
create a safe  
and secure  
school where  
the children**



**have a place for  
their own desires  
and recreations!!**



The school is one of the most dangerous work environments



Safe and creative environment -is it possible to combine those two

..and what environments is affected?



Let us find out.....

## Risk at play



How can we deal with the safety measures without losing creativity and excitement?

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



**Our**  
**work environment programme**

**covering both genders and all ages, environments and situations**



Physical  
working  
environment



social  
working  
environment



## A plan of action

- Create good teaching and safe environment full of challenges and activities
- Every close call and accidents, which occurs at school, are registered
- Special sub-committee work against mobbing and violence
- Environment tours with staff and pupils look for risks at school



## A plan of action

- A local rule for the use of cycle helmet since 1997
- Parents are involved in to create a safe traffic environment around school
- A cooperation with associations about values and rules of the pupils
- Education in first aid.

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

**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  6-8 år  9-10 år  11-12 år

**Var?**

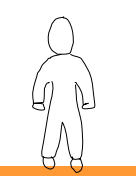
**3. Inomhus** 01  Lektionssal  
 02  Slöjd, trä, metall  
 03  Slöjd, textil  
 04  Idrottshallen  
 05  Omklädningsrum  
 06  Korridor  
 07  Skolrestaurang  
 08  Hemkunskap  
 09  På annan plats inomhus: \_\_\_\_\_

**4. Utomhus** 01  Skolgården  
 02  Skolvägen till från  
 03  Bollplan  
 04  Utanför skolområdet  
 05  Utfärd, friluftsdag, lägerskola  
 06  På praoplats  
 07  På annan plats \_\_\_\_\_

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

**Var sysslade Du med?** \_\_\_\_\_

**Vad hände?** \_\_\_\_\_



On this special form every injuries and close calls are registered



On the map all injuries and close calls are marked with pins - red for girls and blue for boys.

The pins indicate where the injuries and accidents have occurred. They are good guidelines for us to do different steps.

# 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  6-8 år  9-10 år  11-12 år

Var? \_\_\_\_\_

3. Inomhus  01 Lektionsal  02 Skolgården  
 02 Slöjd, trä, metall  02 Skolvägen till/från  
 03 Slöjd, textil  03 Bolplan  
 04 Idrottshallen  04 Utanför skolområdet  
 05 Omklädningsrum  05 Utfärd, friluftsdag, lägerskola  
 06 Korridor  06 På prasplass  
 07 Skolrestaurang  07 På annan plats  
 08 Hemkunskap  
 09 På annan plats inomhus: \_\_\_\_\_


4. Utomhus \_\_\_\_\_

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

Vad sysslade Du med? \_\_\_\_\_

Vad hände? \_\_\_\_\_

Sätt ett kryss på kartan där Du skadade Dig!



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

7. Fanns vuxen person där?  01 Ja  
 02 Nej  
 03 Oklart, vet ej

Annat \_\_\_\_\_

Uppgiftslämnare: \_\_\_\_\_ Grupp/klass \_\_\_\_\_

Talning 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.

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.



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

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- children are detectives

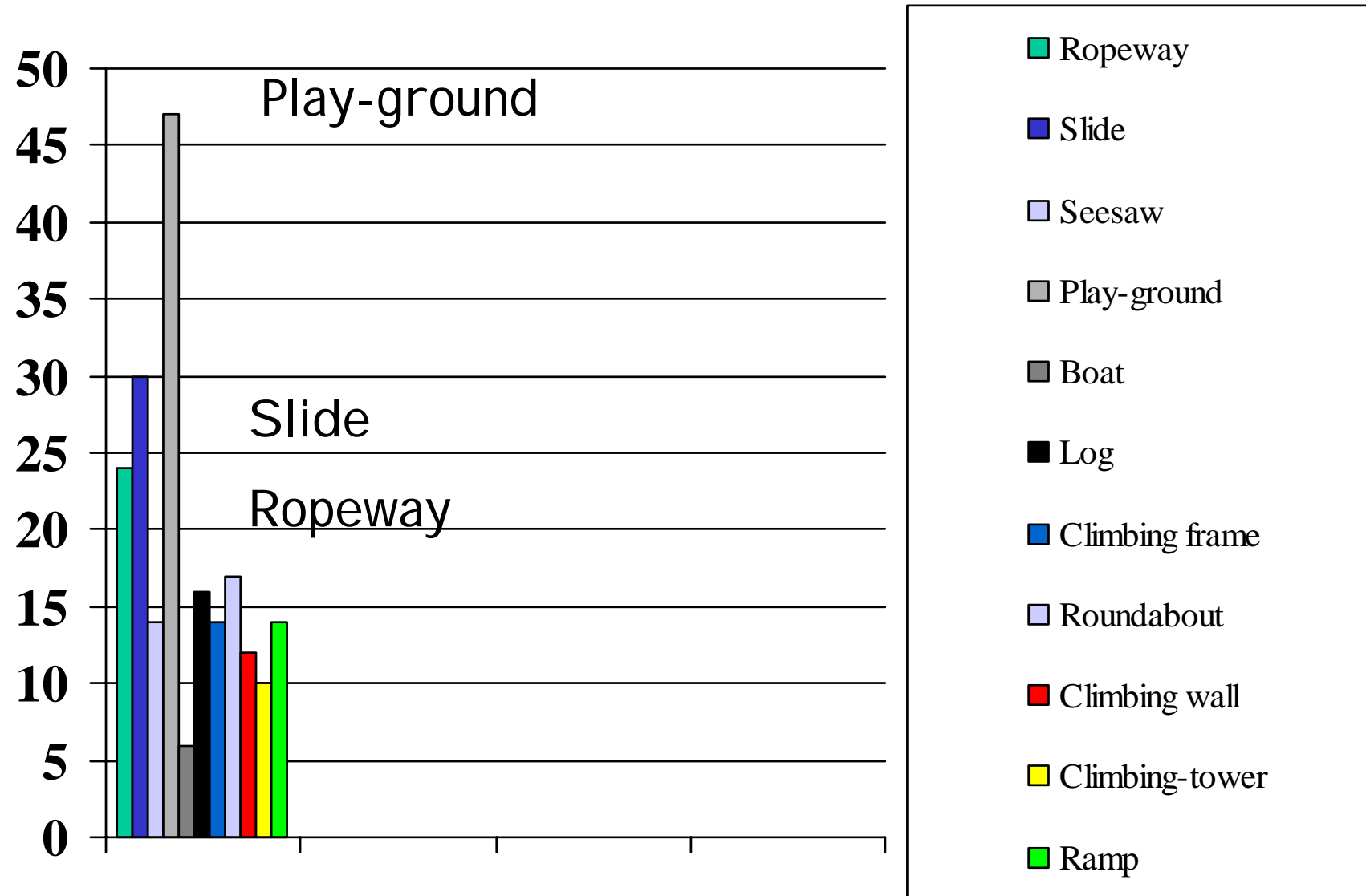
**... still 691 close calls and injuries have occurred**

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

# Injuries occurred 1996 -2006

<b>Total</b>		
* Indoors	205	
* Outdoors	486	
<b>Schoolyard</b>	<b>437</b>	
Accidents without injuries	160	
. with injuries	690	
<b>When?</b>		
Break	365	
Lesson	183	
To school and home	35	
Boys	352	53%
Girls	310	47%
6-8 aged	230	37%
9-10	214	34%
11-12	177	29 %

# Places where pupils have been injured





## Källby Gård - registered injuries 1996-2006

Type av injuries and the  
place of the body

Breast injuries  
**15**

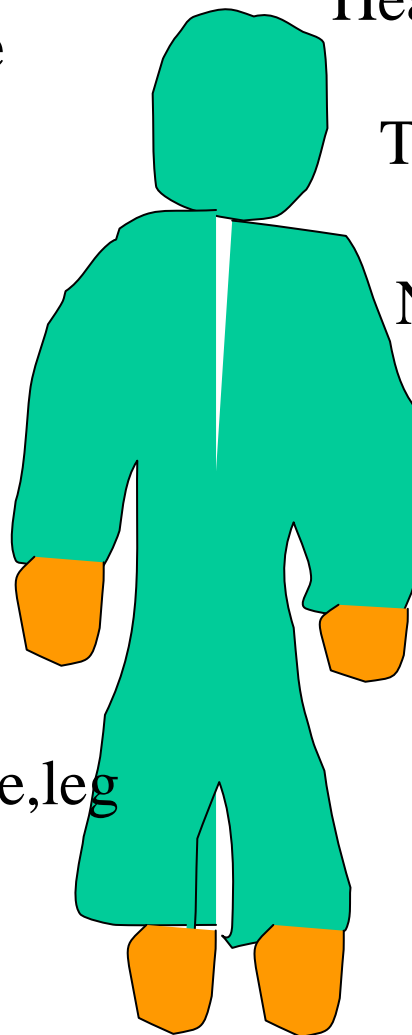
Foot.knee,leg  
injuries  
**184**

Headinjuries **189**

Teeth injuries **19**

Neck/back injuries **26**

Hand injuries **137**



Pupils 691 st



# Inspections of the school

- Twice every year
- Responsibility: Principle, the childrens´ and the staff´ s representatives

## 1. Invention

Every class inventates risks from a checklist. They do a report and give it to the principle and the work environment committée

## 2. A walk round the school

A special group by children and the staff inspect some areas from the reports. They do notes and analyse what they have seen.

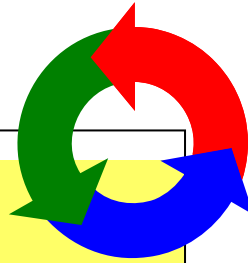
## 3. We make plans for improvements.

What will be done? Who will do it? When will we do it?

## 4. Follow up

What have happened? Have we done our undertakings and so on...

## Mapping Annual risk-marking



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

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

The check-list contents areas involving both physical and psychosocial environment, mobbing, violence, other risks etc.



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

## Action plan

### Riskfactors:

Environmental risks	Prevental proposal	Responsible	When? follow-up
<p><b>1. Ventilation, kallt, varmt</b></p> <ul style="list-style-type: none"> <li>* Kallt golv på vintern ALE</li> <li>* Drag från fönstren ALE</li> <li>* Fungerar bra US</li> <li>* Kallt i Magasinet. Kalla golv. Dålig luft ofta. SO</li> <li>* Många tycker det är rätt kyligt om fötterna i synnerhet. CS</li> <li>* För varmt. Än så länge kan ytterdörr stå öppen. När värmeanläggningen är i funktion är det ej lämpligt p g a oljeförbrukningen. Luften inte bra! Varför?? BMD</li> <li>* Ibland känns det lite för kallt i vårt arbetsrum. GS</li> <li>* Lagom nu. I början på ht för varmt USM</li> <li>* För varmt på sommaren. Lagom på hösten i klassrummet. AmK</li> <li>* Kallt i omklädn.rummen och idrotts-hallen på vintern. Dålig luft i omklädn.rummet. Kallt på golvet i Västans lokaler.</li> <li>* Det är kallt på morgonen i vårt klassrum AM</li> <li>* Sommaren för varmt, vintern för kallt. MA</li> <li>* Luktas rök ur ventilationen när man rökar något ute. PN</li> </ul>	<p>Vid Källby Gård görs en kontinuerlig översyn av värme och ventilation för att uppnå bästa värden. En sådan översyn och trimning har gjorts under hösten vid Källby Gård av tekniska kontoret.</p> <p>Vad gäller värme i lokaler finns ett riktmärke på 19 grader och 17 grader i Källby Hallen. Lokalerna kan inte ha det gradtal när barnen kommer eftersom gradtalet är inställt efter arbetstemperatur. Värme och kyla kan upplevas olika. Om personalen upplever att temperaturen är för låg, finns möjlighet att göra en manuell inställning.</p> <p>Flera upplever att det blåser sval luft intill tilluftsdonen. Det är tilluft som skall hålla ett visst gradtal för att anpassas till återvinnings systemet. En zon på ca 3 meter bör finnas från donet.</p> <p><b>Åtgärder:</b> Flera av de fönster som finns på Sågen är i sådant dåligt skick att de ej kan hålla kylan ute, varför byte av dessa fönster bör ske.</p>	<p>Tekniska kontoret, fastighetsavdelningen.</p> <p>Lars H.</p> <p>Tekniska kontoret Lars Stenerås, Lars H</p>	<p>Bör göras under 2000</p>

Our work with social safety



Social  
work

## **AMG - Källby Gårds antimobbinggroup**

**The environment plans include for example:**

- Programs against mobbing and violence
- Pupils safety controllers
- Valuebased work – groupexercices/interaction
- Work environment education
- Insulting special treatments
- Equality
- Worketics
- Expectations document

## The safe environment

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

I always use cycle helmet



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.

Program for traffic environment around Källby Gård .

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

# The right of the child to safety



## 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.

## 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 net-work has been established with the local organisations and common commandments about norms has been drawn up.

# 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 educated 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.

## We work with for example:


- ➡ More adults are present during the breaks. All breakhosts have yellow jackets in order to be visual.
- ➡ All classes work with cooperation exercises and value exercises based on age and growth.
- ➡ We take children's conflicts serious and are therefore able to help them solve the conflicts. The staff have through this received education in handling conflicts.
- ➡ We create a safe environment in the changing room before and after the physical training, always having an adult there.
- ➡ We have pupils safety controllers in all groups from 7 years
- ➡ 10 years ago we started an antimobbinggroup(AMG). The group consist of different staff category and are chosen of the principle

# Activities to promote health

The text 'Activities to promote health' is rendered in a bold, sans-serif font. Each letter is filled with a different color from a rainbow spectrum, starting with purple for 'A', transitioning through red, orange, yellow, green, and blue. The text is presented with a 3D effect, featuring a grey shadow cast to the left and slightly forward, giving it a sense of depth against the plain white background.

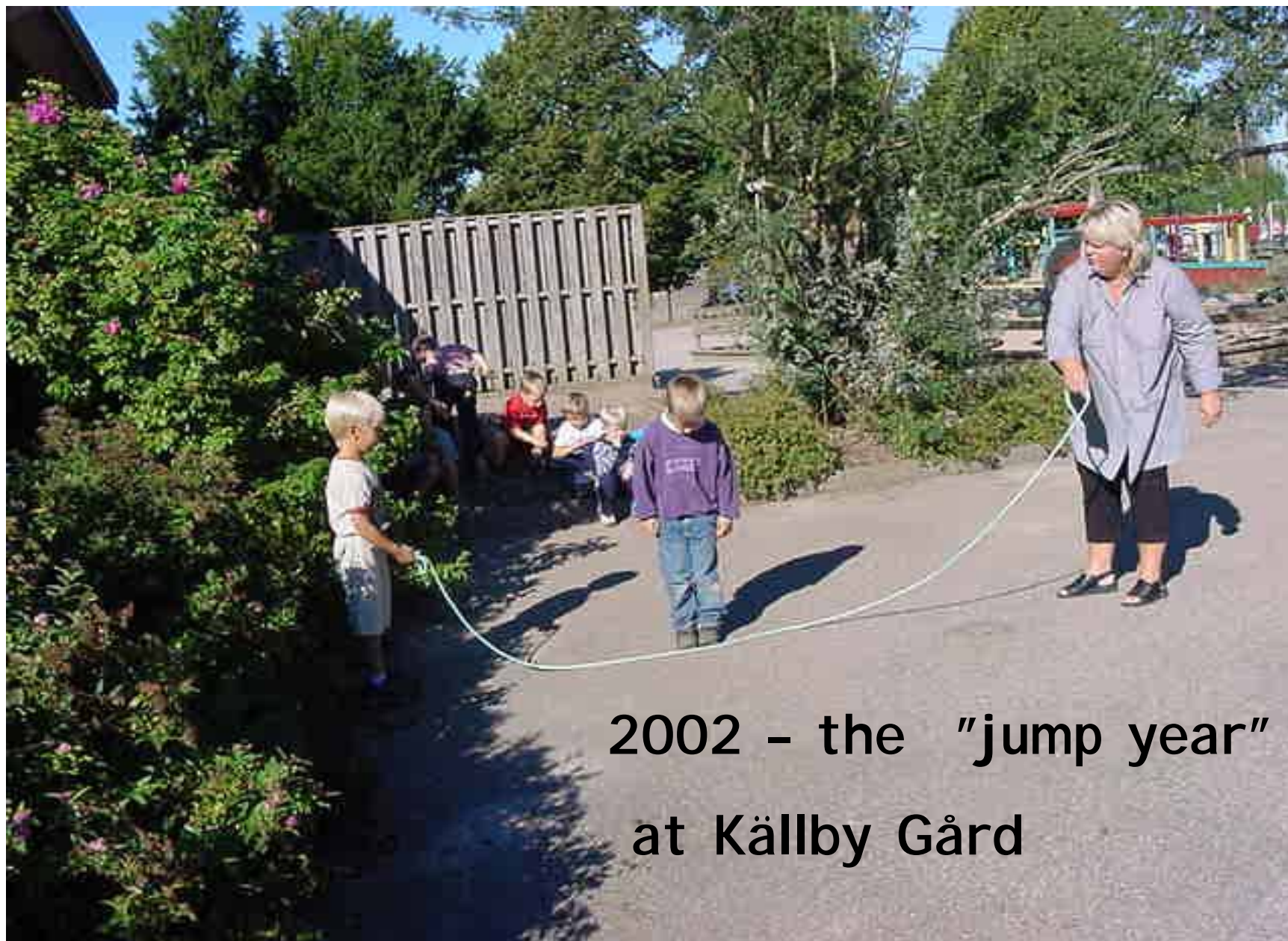
One, two...  
The move year  
2001



A photograph of three children (two girls and one boy) looking at a large, detailed topographic map of Europe mounted on a wall. The map shows terrain with various colors representing elevation. The children are positioned on the left side of the frame, looking towards the right. Two teal speech bubbles are overlaid on the image, containing text.

We walk around  
Europe ....

On  
the map over  
Europe we can see  
how far we have  
walked.



2002 - the "jump year"  
at Källby Gård



Break activities

Physical activities with every class

Football and spot-training in the  
Afternoon open for all pupils

Collaboration with sportclubs



**What have we accomplished  
since 1994?**

We claim that our work has contribute 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 scarcity in an early stage on the schoolyard
- Through a local bicykle helmete law decrease head injuries at bicycle accidents

We claim that our work has contribute to

- Secure the traffic environment around Källby Gård has contibuted to a safer traffic environment
- Create engagement and participation in the work with our environment
- How our children respect and confidence and our children have felt that they can affect their own environment

# 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

Programmes, structures, models and daily work

Enthusiast and good leadership

Collaboration - internal and external



**En trygg, säker och utvecklande skola kännetecknas av:**


- arbetsmiljöarbetet är en del i den dagliga verksamheten
- elever har stort inflytande över sin arbetsmiljö, föräldrar involveras i arbetsmiljöarbetet och elevskyddsombudens roll görs tydlig
- rutiner är utarbetade och förankrade så att risksituationer undanröjs
- det finns handlingsplaner mot mobbning, kränkande särbehandling och mot våld
- tillbud och skador registreras, följs upp och används i det skadeförebyggande arbetet
- arbetsmiljöronder genomförs minst en gång per termin
- en årlig inventering av skolgårdsmiljön och lekutrustning görs
- utbildningsinsatser bedrivs för att säkra kompetensen och ge ny kunskap
- insatser görs för att främja en god hälsa
- samverkan sker med olika sektorer, organisationer och myndigheter.

Källby Gård

A safe, secure and  
developing school

27 feb 2006

A local designation in  
Götene



Do you want to have more information  
about our work environment?

Contact Källby Gård  
+ 46511 386511  
Eva Cardell, principle  
eva.cardell@gotene.se

You can also see us: [www.gotene.se](http://www.gotene.se)  
"Skola och förskola" Källby Gård

# Källby Gård



We have the  
best school

