

# Equal Treatment Plan

Sigtunaskolan Humanistiska Läroverket's  
action plan against discrimination and  
offensive treatment

MIDDLE SCHOOL  
&  
HIGH SCHOOL

For the period  
27th August 2018 – 30th September 2019

## **Our Vision**

All students at Sigtunaskolan Humanistiska Läroverket (SSHL) should feel safe, seen, heard and be treated with dignity. The school's environment is characterised by warmth, security, and respect for the individual. The school is free from the presence of discrimination, harassment, and offensive treatment, and instead, an attitude of the individual's equal value and an affirmation of diversity permeate all school activities.

The school and the boarding section should offer a safe and inspiring environment where each individual is allowed to develop to their full potential, both personally and academically.

SSHL's vision is to create an open and inclusive environment in the spirit of humanistic values that enable students to develop into active and responsible world citizens that recognise the equal value of all people.

## **Laws and guiding documentation**

The work towards fair and equal treatment shall permeate all school activities, something that is regulated through the school's guiding documentation (the curriculum and syllabuses), the school and discrimination laws, as well as UN conventions on Children's rights and Human rights.

Knowledge of democracy and human rights characterises the school's work on values, and is carried out from a democratic way of working, where student participation and influence is paramount.

The school's democratic mission is to foster student learning about democracy and its values in to develop good citizens. Part of this mission is to prevent offensive treatment. The Education Act (chapter 5) states that courses should be formed in correspondence with core democratic values and human rights such as the sanctity of human life, individual freedom and integrity, the equal value of all people, gender equality, as well as solidarity between people. All staff at the school shall uphold human rights and work against all forms of offensive treatment.

There is a zero tolerance attitude towards all forms of discrimination, harassment, sexual harassment and offensive treatment.

Under the Education Law (chapter 6) offensive and abusive treatment is behaviour which degrades another person's value, but that is unrelated to any of the grounds of discrimination. Offensive treatment is anything that infringes on a student's dignity. It

need not be based on any particular trait of the victim, even shoving or ostracising someone is offensive treatment.

Harassment is where someone's rights are infringed upon, based on the grounds of discrimination. The grounds for discrimination are: gender, gender identity or expression, sexual orientation, ethnicity, religion or other belief, disability, or age discrimination.

Sexual harassment is any infringement of a sexual nature that infringes on someone's dignity.

The discrimination law governs what is and is not discrimination. In order that discrimination is classed as discrimination then it should originate from one of the grounds for discrimination. The agreements in the law have the goal of combatting discrimination, harassment, sexual harassment, and also to promote equal rights and opportunities in education.

New decisions were made 1 January 2007 that was about how to work proactively with the law.

Schools have been given a larger responsibility to work in a proactive and promotional manner in order to combat discrimination, harassment and sexual harassment. The proactive work should take place in four steps: investigation, analysis of causes, solutions, and follow up.

## **The Equal Treatment Year**

### **January**

Survey results presented to staff at a staff meeting.

### **February**

Teachers present results of the survey to the students. Teachers make a short summary of student comments concerning the results on a class by class basis, which is then sent to the Equal Treatment Group.

### **March**

The school's counsellor organises and conducts group interviews with randomly chosen groups of students in all year groups. Survey results serve as the basis for the discussion.

### **April**

Group interviews conducted with staff with the survey results serving as the basis for discussion.

### **May**

All collected material examined by the Equal Treatment Group. Suggestions for precautionary and proactive measures created as a result of the examination. The following parts should be in the material examined:

- survey results
- summary of group interviews with students
- summary of group interviews with staff
- feedback from teachers from the review of survey results and other work with equal treatment issues.
- feedback from students from work with areas of focus (mini surveys in connection with the work).
- summary and analysis of all incident reports during the year.

### **June**

Equal treatment plan and areas of focus are discussed and created. A group of students are involved in giving feedback on the plan.

### **July**

Summer break

### **August**

Equal treatment plan sent out to teachers who go through the plan with their mentor students. Areas of focus are presented. The plan is also shared with parents.

### **September**

The promotional and preventative work based on the areas of focus is started and continues throughout the school year.

### **October**

Work with areas of focus continues.

### **November**

The yearly survey is sent out to students and staff. It is open for answers for a period of two weeks.

### **December**

Survey results collated and analysed by the Equal Treatment Group.

### **Those responsible for the plan**

The school's director is responsible for the plan.

The Equal Treatment Group's task is to work with tasks that arise from the plan during the school year. The group is also responsible for evaluating plans from earlier years, as well as mapping and analysing the results as part of the yearly revision of the plan.

### **Student and staff participation with the plan**

- All students go through the plan at the start of the year. Mentors collect feedback from their students in conjunction with this, which are then sent to the school counsellor.
- When the results are finished from the survey then group discussions are held with randomly chosen students about causes of discrimination and what could be changed with the plan.
- The coming preventative and promotional measures are discussed with representatives from school organisations.
- Staff members are present and give their thoughts and suggestions on actions before the plan is made concrete.

### **Anchoring of the plan**

- The current plan will always be available to staff, students and parents/guardians on the school homepage, SchoolSoft and ManageBac.
- Each year mentors go through the plan with their mentor students.
- The year's areas of focus and routines of the work on equal treatment are introduced at a start meeting at the start of the year.

### **The equal treatment work routines**

#### **Mapping**

The following areas are covered in the mapping:

Offensive treatment, gender, gender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age discrimination.

The following steps are taking in the mapping:

- The Equal Treatment group go through the previous year's preventative and precautionary measures.

- Results from survey on wellbeing.
- The students' reflections in response to the plan.
- Focus group discussion with students about the results of the survey.
- Conversations with representatives from student organisations.
- Collated information from incidents.

### **Mapping and analysis of status quo**

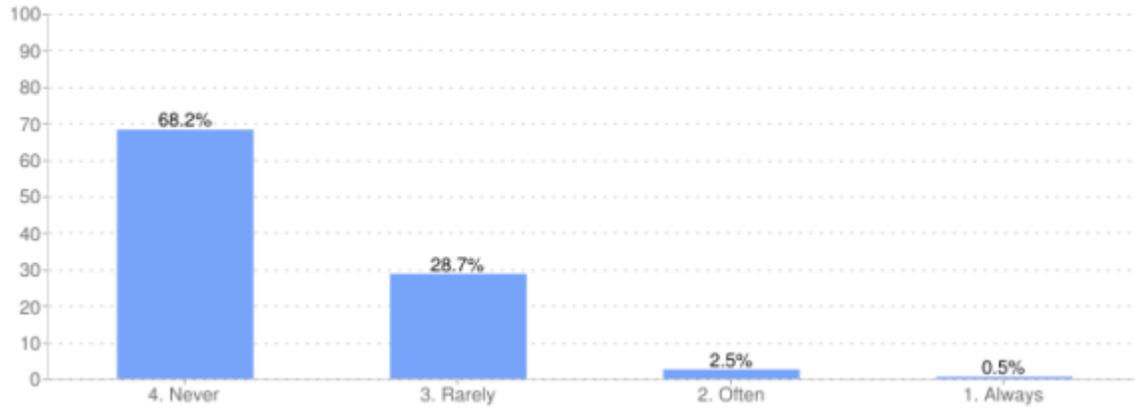
Preventative and precautionary measures from the previous year:

- Material that has been adapted to the age of the students was sent out to all mentors. Responses were to be sent to the school counsellor however unfortunately this was not done in some cases.
- Representatives from the organisation Friends conducted a lecture about social media for all teachers at the start of the school year.
- The school counsellor conducted a lecture on questioning norms during the teacher INSET days.
- Former policewoman Johanna Gunnarsson conducted a lecture for students about the consequences of internet usage.
- The school's student organisations organised activities for students to promote wellbeing, community spirit, and so that the students could get to know one another. Examples of activities are the Ace of Heart's dinner for year 7 and year 1 students, carnival during mentor time, as well as other activities during Valentine's day etc.
- On the initiative of the students a new student organisation called Nobis was formed. It will work with equal rights and gender questions, as well as psychological health.
- The school's physical environment has been evaluated in order to meet the needs of all students. What emerged was that the school toilets could be gender neutral. Shower walls have also been installed in the boarding homes where there weren't any before.
- During the year the school counsellor has visited different classes in different year groups and talked about norms, sexual harassment, and social media.

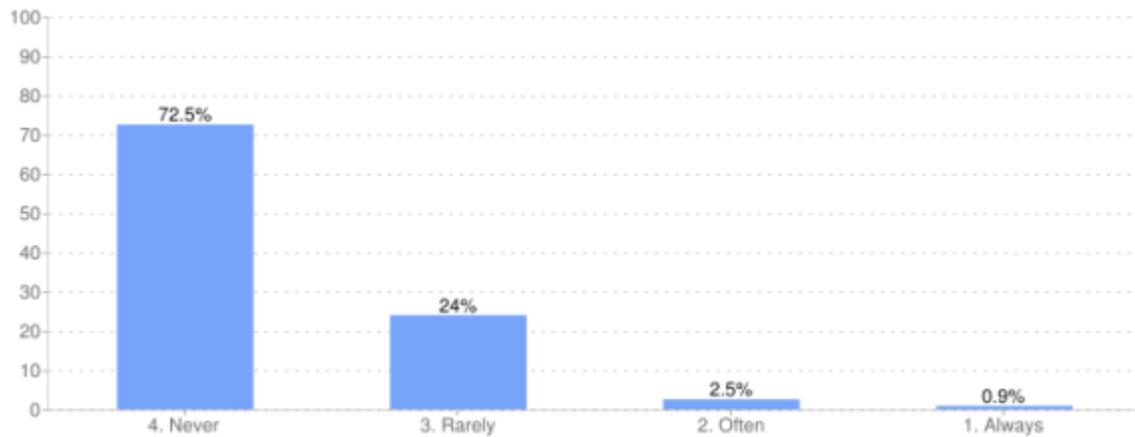
### **The welfare survey showed the following results:**

The annual welfare survey at SSHL is sent out to students in November each year. It is open for around two weeks. The response rate to the survey for the school year 2017-2018 was 77,6%. The results of the survey were collated and analysed by the Equal Treatment group.

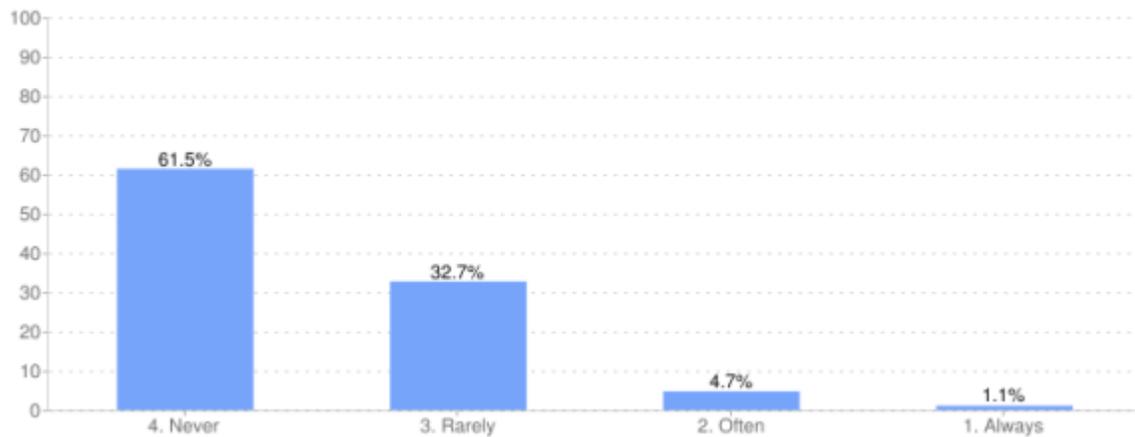
3. Do you feel worried about being mistreated or subjected to degrading treatment at school?



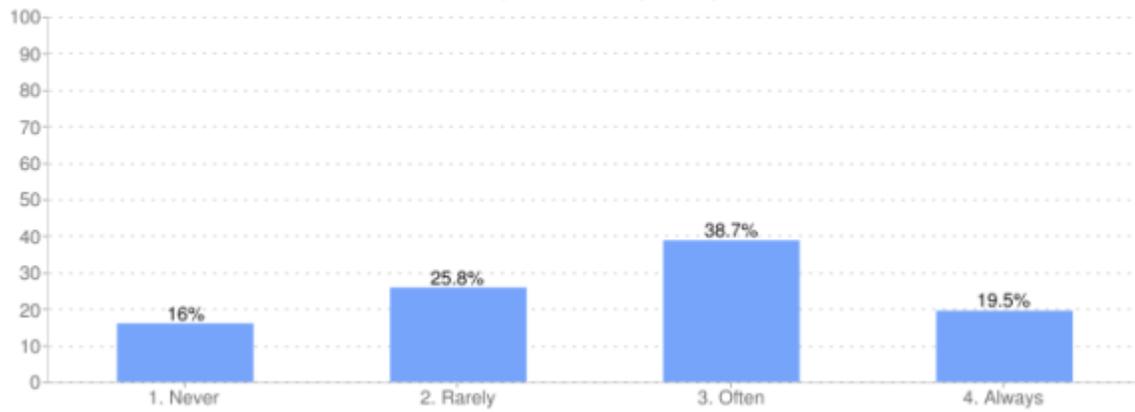
4. Do you feel unsafe when you are at school?



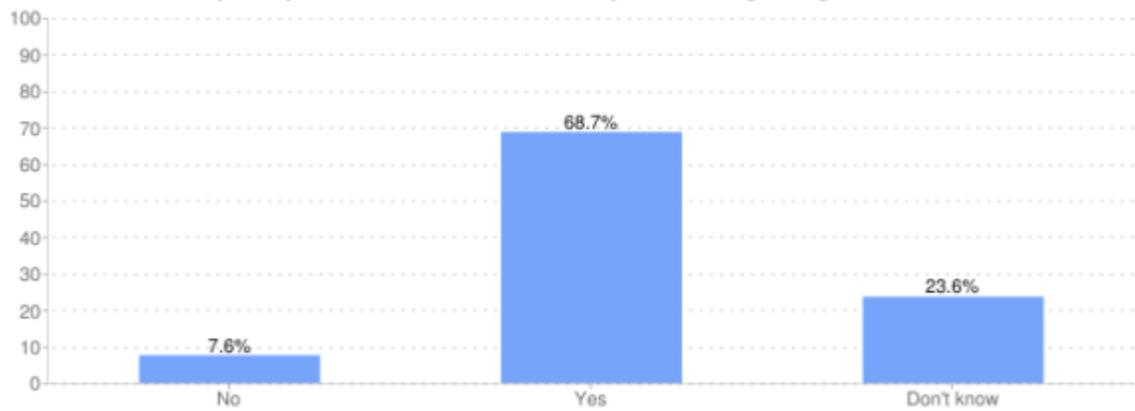
5. Do you feel lonely when you are at school?



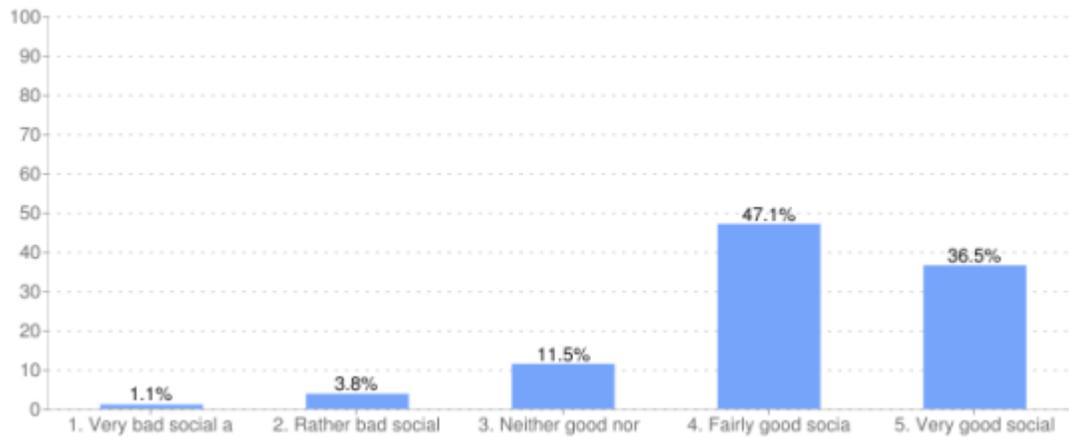
6. Do you tell someone in school staff if you notice that a student is mistreated/subjected to degrading treatment?



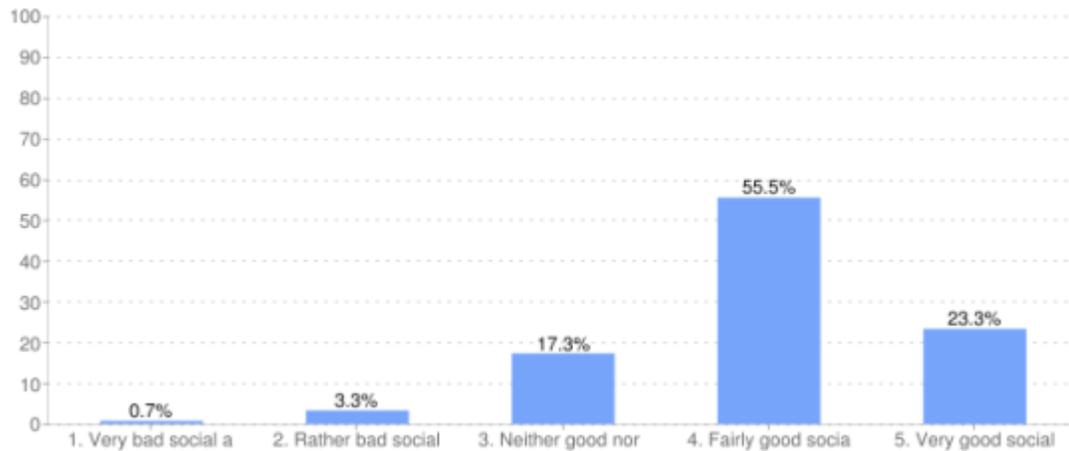
8. Are there school staff that you feel you can talk to and that can help you if you would be mistreated/subjected to degrading treatment?



### 9. What is your experience of the social atmosphere in your class?

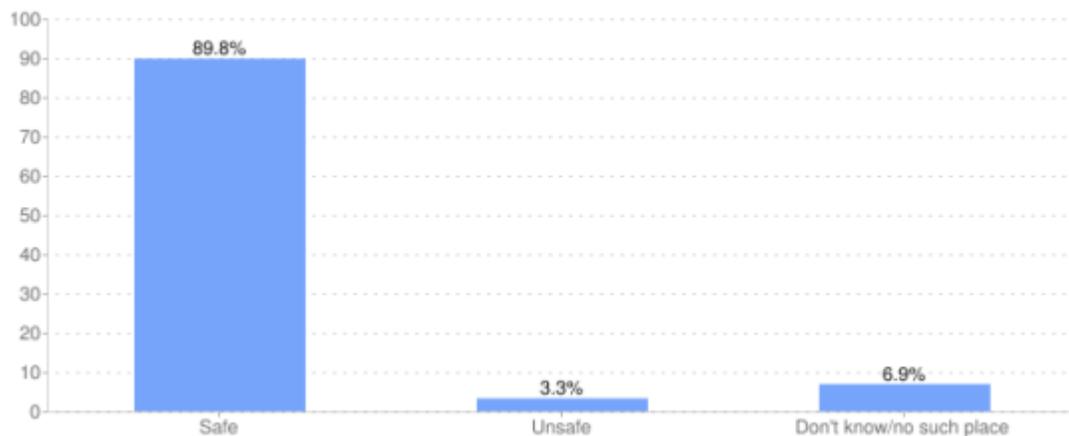


### 10. What is your experience of the social atmosphere at school in general?

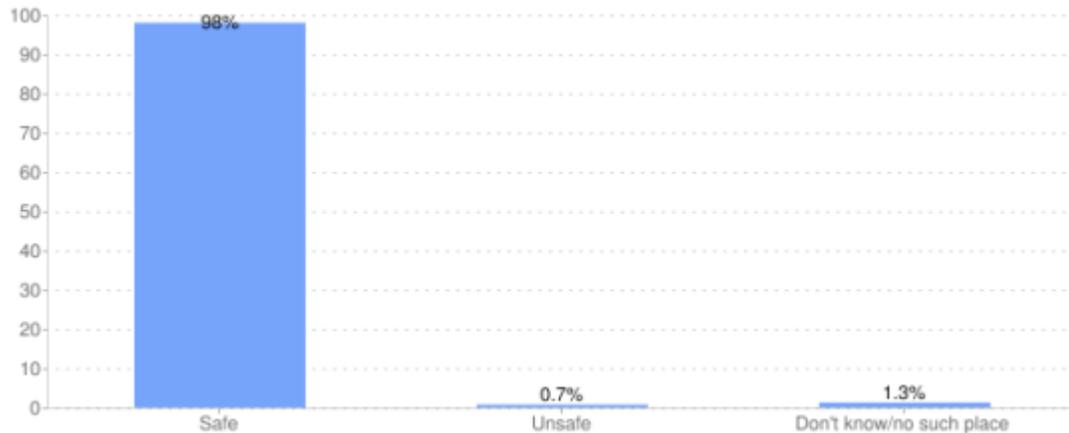


The following questions concerned perceived wellbeing in different places. Students felt the most secure at the school's café Humlan, with internet being the least.

#### a) Internet



### l) Cafè Humlan



The results from the survey do not differ significantly from the year before. They show that the majority of students at the school feel safe, and are not worried about being treated badly or discriminated against. This agrees with SSHL's vision that all should feel secure in their environment, and not feel concerned about being treated badly or suffer discrimination, whether staff or student.

What stands out from the survey, and is something that the school needs to work more with, is whether students tell staff if they notice that they have been treated in an offensive manner. The case is the same for whether students feel that staff react when they notice that a student has been treated badly/in a discriminatory fashion.

Moreover, whilst students have identified Cafè Humlan as the safest place at the school, when it comes to unsafe areas there are no areas that stick out in particular. The place where most students feel unsafe is the internet

#### **What has become clear from student responses is the following:**

The school needs to become better at communicating and giving feedback about which measures have been taken when something occurs, and why they have been taken. Many students feel that nothing happens when adults are made aware of incidents for example. Students feel that mentor time is not used in a valuable way. As a student, in order to feel willing to tell adults about things, they need to feel that they trust the adult, otherwise they will not tell them. This varies a great deal dependant on which mentor they have, according to them.

### **Student suggestions of what can be done:**

- Do more fun activities with their mentors
- More fun activities between students and teachers, for example dodge ball and football between students and teachers
- More activities involving both the Swedish and English parts of the school
- More collaborative activities or the like during mentor time
- Discuss the school's core values often, and to include it in teaching
- That the school informs students about what the consequences of an incident are
- That each new school year, all students should sign a contract that promises adherence to rules of conduct and core values
- Paint the school's core values in a visible place in Instan (above the study centre)
- All teachers should advocate the school's core values and lay out a plan for how they plan on working with these questions with their students
- The student health centre staff should be more visible. Everyone should know who they can approach if they do not feel well

The majority of the incidents that the Equal Treatment Group have been informed of have been cases of offensive treatment and infringements of a sexual nature that have occurred online (social media). Gender and gender affiliation are areas that are often brought up, on the internet and in other environments. The school has recognised that there are problematic structures in place when it comes to gender norms. The school has many student organisations that during the year work actively with preventative measures such as to strengthen wellbeing, to foster a positive feeling for the school, and to promote student participation. The school considers the organisations that exist at the school to be very valuable and that it should continue to be encouraged and supported.

Using the mapping as a basis the school will work with the following areas of focus next school year.

- Strengthen trust between staff and students
- Mentor time (all grounds for discrimination)
- Norm criticism (all grounds for discrimination)

### **Preventative measures**

Overall goals:

That the trust between students and staff is strengthened, and that the knowledge about core values and equal treatment increases. That staff and students also get an increased knowledge about adopting a critical attitude toward norms and an increased knowledge about the consequences of using the internet negatively.

#### Measures:

- There is time set aside during the INSET days at the start of the school year to plan the equal treatment work that will take place during mentor time during the year
- Information concerning the plan and areas of focus will be sent to all staff at the start of the term
- The school counsellor will provide material, as well as suggestions on structure and how as a mentor one can work with the different areas such as core values, the internet, etc.
- A more structured work will be implemented during mentor time where things such as criticising norms, working with core values, and equal treatment will be included. Mentors are responsible for the work being carried out, with help from the student health centre and school management.
- The school counsellor will go to all Middle School classes and talk about different subjects. The work will be evaluated after it is carried out as well when the survey on wellbeing is sent out.

#### **Promotional activities**

##### Overall goals:

All students should feel safe and experience a community feeling at the school. Each individual should be treated respectfully regardless of gender, gender identity and/or expression, ethnicity, religion or other belief, sexual orientation, disability, or age.

- Student organisations at the school have around 4 activities per year. These should strengthen wellbeing and community spirit. The Equal Treatment Group and school management are responsible for reviewing the work of the student organisations. The students themselves are responsible for carrying out the planned activities.
- The school's core values will be painted in a visible location in Instan as a reminder of which values that should prevail at the school. The school counsellor, along with the student council and Pia Lötbom, is responsible for making sure this happens during the year.
- Members of the student health centre will be present in Instan during certain times in the week.
- The large noticeboard in Instan should be used for information from the Equal Treatment Group and should be updated regularly. The group, in consultation with the student organisation Nobis, will make sure that the noticeboard is kept updated and that the information is kept current.

- The school has a large selection of recreational activities such as for example rowing, football, floor ball, drama, music and more. The recreational activities department is responsible for their planning and execution.
- The school will during the year organise a tournament with a variety of events between students and staff.

The work will be evaluated at the end of the school year in conjunction with the mapping.

## Policies and Routines

### **Incident reports**

If a member of staff becomes aware or receives indications of discrimination, harassment, or offensive treatment then this should with haste be reported to the Equal Treatment Group and/or to the school principal.

All staff should document occurrences and incidents that they become aware of. All incident reports should be given to the nearest line manager. The Equal Treatment Group handles the case and makes sure that it is archived.

### **Documentation**

All incident reports are documented and archived. A work log is always constructed where current work is documented. Preventative measures taken as a consequence of occurrences are documented.

### **Staff that students and parents can turn to**

If a student feels, or gains knowledge of another student being treated offensively or suffering discrimination, then it is important that the school gains knowledge of this. The routine for this is that the student informs their mentor or other another staff member that the student trusts. The student can also turn directly to someone in the Equal Treatment Group, see below.

### **Coordinators for the Equal Treatment Group**

Terese Dyrén (School Counsellor) [terese.dyren@sshl.se](mailto:terese.dyren@sshl.se)

Anna Johansson (IB Teacher) [anna.johansson@sshl.se](mailto:anna.johansson@sshl.se)

### **Student Health Centre**

Erika Karnehed Fromm (School Nurse) [erika.karnehed\\_fromm@ssh.se](mailto:erika.karnehed_fromm@ssh.se)

### **Boarding section**

Ann Thyren Granström (Houseparent) [ann.thyrengranstrom@sshl.se](mailto:ann.thyrengranstrom@sshl.se)

Ola Olsson (Houseparent) [ola.olsson@sshl.se](mailto:ola.olsson@sshl.se)

### **School**

Sheida Delgoshai (Middle School Teacher) [sheida.delgoshai@sshl.se](mailto:sheida.delgoshai@sshl.se)

Anna Kalles (High School Teacher) [anna.kalles@sshl.se](mailto:anna.kalles@sshl.se)

### **School Management (Expeditionen)**

Carina Nilsson (Principal/Managing Director) [carina.nilsson@sshl.se](mailto:carina.nilsson@sshl.se)

Thomas Persson (Acting Head of Boarding) [thomas.persson@sshl.se](mailto:thomas.persson@sshl.se)

## **Guidelines and measures to investigate and resolve a case of offensive treatment between students**

- When a case of offensive treatment is suspected or if a student considers his/herself a victim of offensive treatment from another student, then the mentor, Equal Treatment Group or the principal should be contacted.
- All information surrounding cases of offensive treatment should go through the Equal Treatment Group and come to the attention of the school principal.
- The Team urgently collect information about the incident. All information about the incident and on those involved is documented. Countermeasures are also recorded. Investigation and mapping is started. The principal processes all cases where teachers or other members of staff are involved.
- When a crime is suspected then the police should be contacted. This is done on behalf of the school by the principal. If the incident has resulted in serious injuries or if has involved a life-threatening situation then Arbetsmiljöverket (Work Environment Authority) should be informed. The principal is responsible for reporting the incident and Ulf Andersson (Safety Representative) for processing it.
- The principal is responsible for reporting to Social Services when the need exists.
- The victim is called in to talk to those responsible in the group. An action plan is created. The need for supporting actions is established. The parents of the student are contacted in agreement with the victim.
- The perpetrator of the harassment or offensive treatment is called in to a meeting with the group without time to prepare. The perpetrator is informed during this meeting that:
  - The group is aware that this is happening/has happened.
  - That those responsible in the group are taking the matter very seriously.
  - It is his/her responsibility to make sure that the harassment/offensive treatment ceases immediately.
- In cases where the perpetrator a minor then the parents to the student are contacted and informed of what has happened. The student is usually instructed to contact their parents themselves first. Those responsible in the group then contact the parents. If the student is above the age of majority then this is done in consultation with the student.
- Follow-up meetings are held within a week of the incident, with continued follow-ups should they be needed. If the victim still does not consider the offensive treatment stopped at this point then further action is taken.
- Everything that has happened in the case shall be documented and processed by those responsible in the Equal Treatment Group.
- Follow-ups and evaluations of the action plan are carried out. The principal has the main responsibility for this and carries it out with those responsible in the team.

- If the harassment or offensive treatment does not stop then, according to the Education Act (chapter 5), further actions such as written warnings and suspensions might be utilised.
- The case is closed when the victim feels secure and happy in the actions taken.

### **Guidelines and measures to investigate and resolve cases of offensive treatment or harassment of a student by a member of staff**

- If a student feels like they have been treated offensively or discriminated against by a staff member then the principal should be contacted.
- The principal goes through the facts of the case. The information documented, which is of value to the Student Health Centre's work, is passed on to them.
- The principal calls the member of staff to a meeting and depending on the severity of the case then disciplinary actions are put in place that correspond to the contract form of the staff member. In mild cases then a conversation might be enough. The member of staff has the right to have a union representative present.
- If needed the Fair and Equal Treatment Group can be present at meetings.
- The principal carries out follow-up meetings after three weeks. The principal or the member of staff at this meeting arrives at any further actions that need to be taken.
- If the student involved is a minor then the parent or guardian contacted urgently by the principal or the vice-principal.
- A police report is filled out if a crime is suspected.
- The principal monitors the situation and makes sure it reaches a satisfying and lasting resolution.
- In the case of a student discriminating against or treating a teacher offensively then this is a question of working environment and is followed through the guidelines that are set out.

### **Guidelines and measures to investigate and resolve a case of offensive treatment or harassment of a student by the principal**

- If the student feels treated offensively or subject to discrimination by a principal then the director of the school is contacted.
- The director investigates through collecting facts about what happened. The documented information that is of value to the Student Health Centre's work is passed on to them.
- The director calls the principal to discuss the incident and depending on the seriousness of the incident the required action is taken in line with the valid contract. In less serious cases a conversation may be enough.

- If needed the Equal Treatment Group can offer the victim support in the form that the situation requires.
- A follow up conversation takes place after three weeks by the director. Possible further measures are decided upon and adopted by the director or the parties themselves at this follow up.
- If the student exposed to the offensive treatment or discrimination is a minor then the director with all haste informs the parents.
- A police report is filled out if a crime is suspected.
- The director monitors the situation and makes sure it reaches a satisfying and lasting resolution.