



SIGTUNASKOLAN
HUMANISTISKA LÄROVERKET

Fair and Equal Treatment Plan

SSHL's action plan against discrimination
and offensive treatment

MIDDLE SCHOOL and HIGH SCHOOL

For the period
2019-08-26 – 2020-06-12

Vision

At Sigtunaskolan Humanistiska Läroverket, SSHL, all students should feel safe, seen and heard and be treated with dignity. The school's environment should be characterised by warmth, security and respect for the individual. The school should be free from discrimination, harassment, sexual harassment and offensive treatment.

Everyone's equal value is recognised and a commitment to diversity should permeate the entire organisation. The school and the boarding school should offer a safe and inspiring environment where each individual develops to his or her full potential, both personally and academically.

SSHL's vision is to provide an inclusive environment in a spirit of humanistic values. These values enable the students to develop into active and responsible members of society and world citizens who recognize the equal value of all people.

Laws and guiding documentation

Fair and equal treatment practices should permeate all activities at SSHL. These are regulated by the school's guiding documentation; the curricula and syllabi, the Education Act, Discrimination Act and the UN conventions on Children's Rights and Human Rights.

The school's work on core values should be characterised by knowledge of democracy and human rights and practiced through democratic working methods, where the influence and participation of students are paramount.

Mission

The school's democratic mission is to promote student learning about democracy, what democracy entails and its core values in order to foster good members of society. Part of this mission is to prevent offensive treatment. According to the Swedish Education Act, chapter 5. 5§, education shall be conducted in accordance with fundamental democratic values and human rights such as the sanctity of human life, the freedom and integrity of the individual, the equal value of all people, and the equality and solidarity between people. All school staff shall promote human rights and actively work against all forms of offensive treatment.

Zero tolerance towards discrimination, harassment and offensive treatment

At SSSL and its boarding school there is a zero tolerance policy towards all forms of discrimination, harassment, sexual harassment and offensive treatment. In this document offensive treatment is defined as a behavior that violates the dignity of a child or a student. Offensive treatment may be unrelated to any of the grounds of discrimination, as an example, shoving or ostracizing someone would be considered offensive treatment.

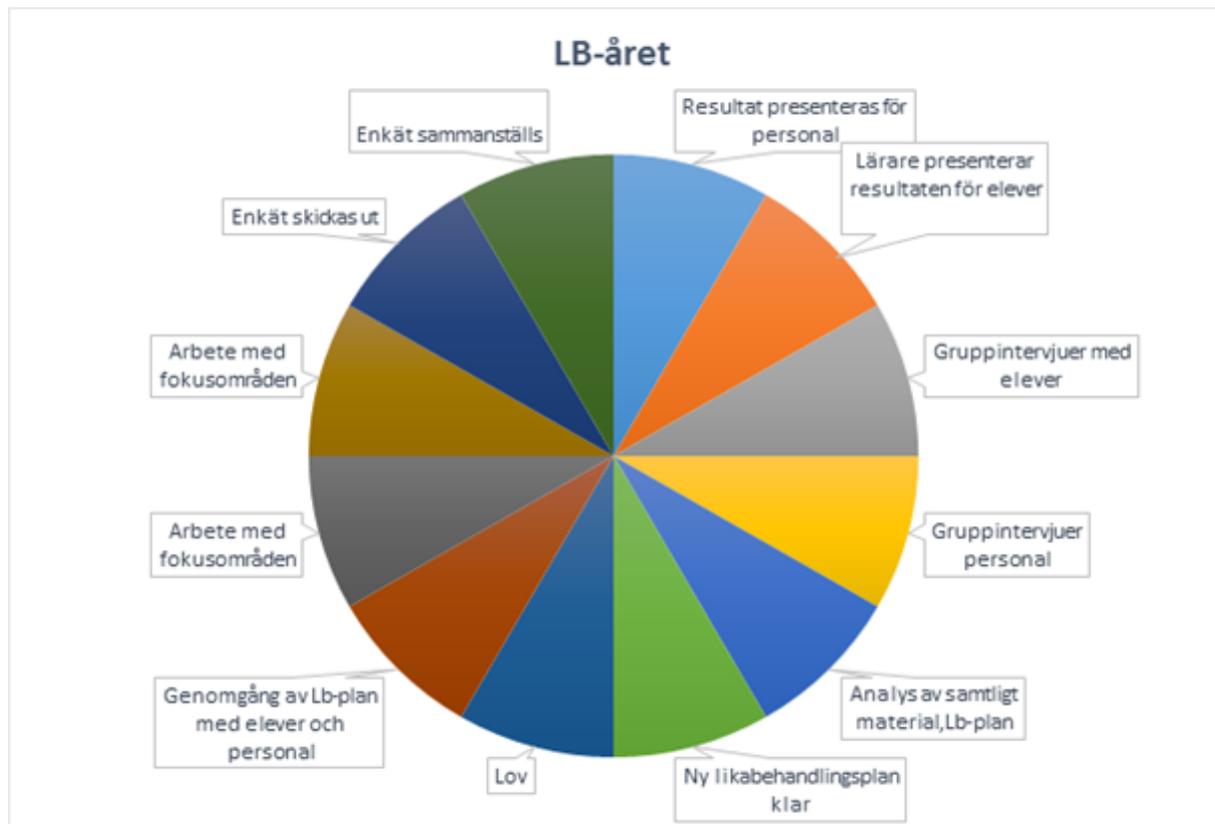
Harassment is a form of offensive treatment that is linked to one of the grounds of discrimination. The seven discrimination grounds are defined as follows: gender, gender identity or expression, sexual orientation, ethnicity, religious affiliation or other beliefs, disability, and age discrimination.

Sexual harassment is an offense of a sexual nature that infringes on someone's dignity.

The Discrimination Act governs what is and is not considered discrimination. In order for an incident to be classed as a discrimination case, it must be directly linked to one of the discrimination grounds. The Discrimination Act contains provisions aimed at counteracting discrimination, harassment and sexual harassment. The act also includes provisions aimed at promoting equal rights and opportunities in the field of education.

As of January 1, 2017, new provisions apply regarding active measures in the Discrimination Act. Schools have been granted a greater responsibility to work in a preventive and promotional manner to combat discrimination, harassment and sexual harassment. The active process should happen in four steps: investigating, analysing causes, implementing measures, and monitoring.

The Equal Treatment Year



January: Survey results are presented to staff at a staff meeting.

February: Teachers present the survey results to students and put together a brief summary of students' comments on the results, on a class by class basis. The summary is sent to the Equal Treatment Group.

March: The school counselor organises and conducts group interviews with randomly selected students in all year groups. The survey results serve as the basis for the discussions.

April: Group interviews are conducted with staff with the survey results serving as the basis for the discussions.

May: All material collected is reviewed and analysed by the Equal Treatment Group. Proactive and preventative measures are proposed based on the review and analysis. In the material under review, the following components must be included:

- Survey results
- Summary of group interviews with students
- Summary of group interviews with staff

- Feedback from teachers based on reviews of survey results and other tasks relating to equal treatment issues
- Feedback from students regarding work done on focus areas (feedback from mini-surveys is included)
- Compilation and analysis of all incident reports during the year

June: The Equal Treatment Plan and focus areas are developed. A student group is involved and provides feedback on the plan.

July: Summer holiday

August: The Equal Treatment Plan is sent out to teachers who go over the plan with their mentor students. Focus areas are presented. The Equal Treatment Plan is shared with parents.

September: Promotional and preventive measures based on identified focus areas are initiated and continues throughout the academic year.

October: Promotional and preventive measures continue.

November: The annual survey is sent to students and staff. It is available to respondents during a period of two weeks.

December: Survey results are collated and analysed by the Equal Treatment Group.

Those responsible for the plan

The board of the school is ultimately responsible for the plan.

The Equal Treatment Group's task is to actively work on measures related to the Equal Treatment Plan during the academic year. The Equal Treatment Group is also responsible for evaluating the previous year's plan as well as mapping and analysing the results for the annual revision of the plan.

Student and staff involvement in The Equal Treatment Plan

- All students are introduced to the Equal Treatment Plan at the beginning of the academic year. In conjunction with this, mentors compile students' feedback that is shared with the school counselor.
- When the survey results are compiled and analysed, group discussions are held with randomly selected students regarding causes of discrimination and changes that could be made.

- Future preventive and promotional measures are discussed with representatives from the school's student associations.
- Staff members participate by providing feedback and suggestions on measures that can be taken before the plan is finalised.

Implementation of the plan

- The current and updated plan should always be available on the school's homepage and on SchoolSoft and ManageBac.
- Mentors go over the Equal Treatment Plan with their mentor students each year.
- At the start of the school year, in a whole staff meeting, the coming year's equal treatment focus area is presented along with procedures relating to the school's equal treatment efforts.

Procedures relating to The Equal Treatment Plan

Mapping

The following areas are surveyed in the mapping process:

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

The following elements are included in the mapping process:

- The Equal Treatment Group examines the previous year's preventive and promotional measures.
- Results from the survey of students' well-being
- Students' responses and reflections on the Equal Treatment Plan
- Discussions with students in focus groups based on the results from the survey of students' well-being
- Discussions with representatives from the school's student associations
- Collated information from incidents

Mapping and analysis of the current situation

Preventative and promotional measures from the previous year:

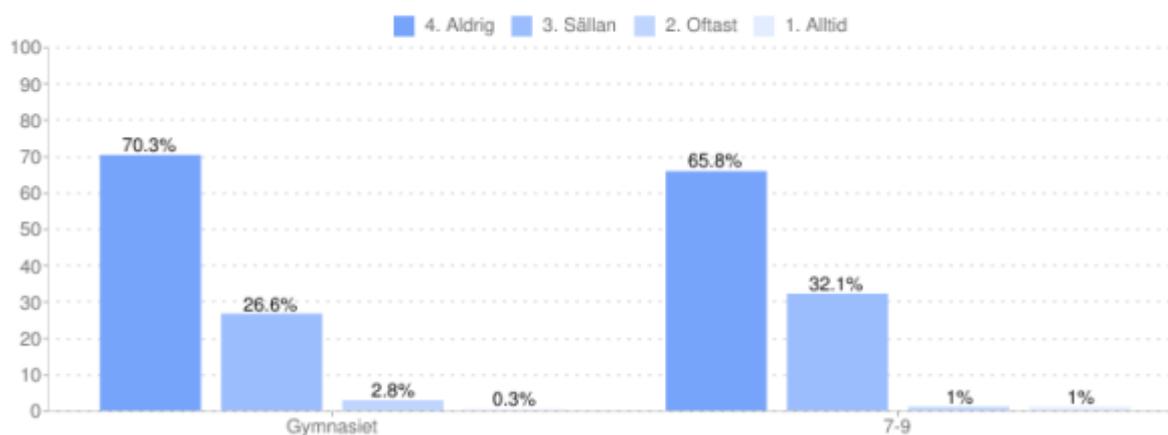
- Equal Treatment Plan working material adapted to the age of the students was sent out to all mentors. Feedback was to be sent to the school counselor; however, this was not done in some cases.
- The school counselor conducted a lecture on questioning and analysing norms during the teacher INSET days.

- Several of the school's student associations organised activities to contribute to the overall well-being at school, promote community spirit and encourage students to get to know one another. Examples of activities are the Ace of Hearts dinner for year seven students and first year high school students, a carnival during mentor time as well as events taking place during Valentine's Day.
- The school's physical environment has been assessed in order to meet the needs of all students. It was found that the restrooms could be gender-neutral. Shower walls have been installed in all shower facilities.
- During the year, the school counselor has been visiting classes in various year groups to talk about norms, sexual harassment and social media.

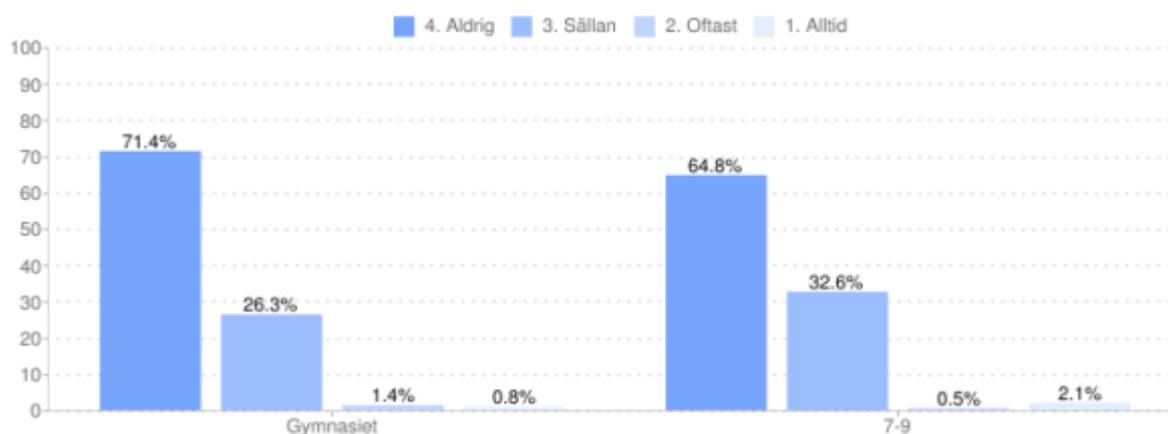
The welfare survey showed the following results:

The annual welfare survey at SSSL is sent out to all students and staff in November every year. It is open to respondents for about two weeks. In the academic year 2018-2019, 69% of students answered the survey. The results have been compiled and analysed by the Equal Treatment Group.

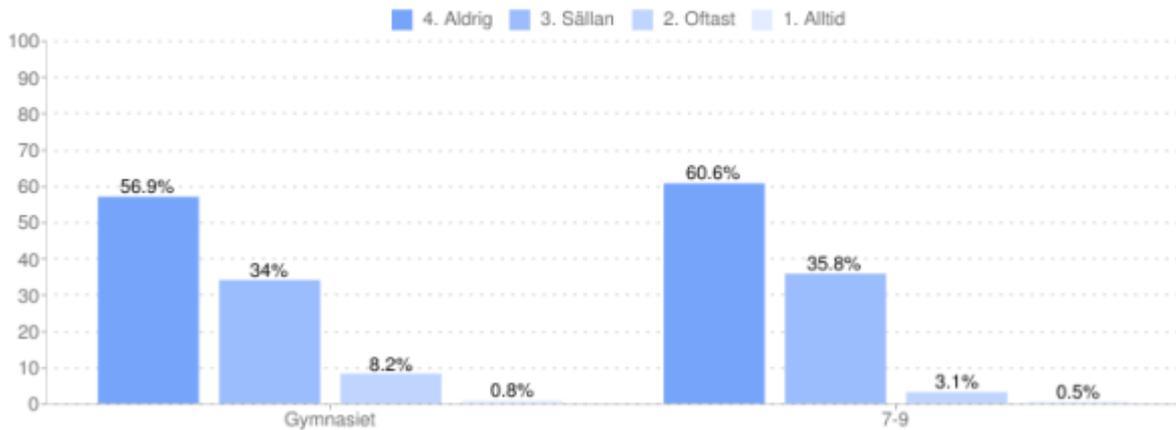
3. Känner du dig orolig för att bli illa behandlad/ kränkt i skolan?



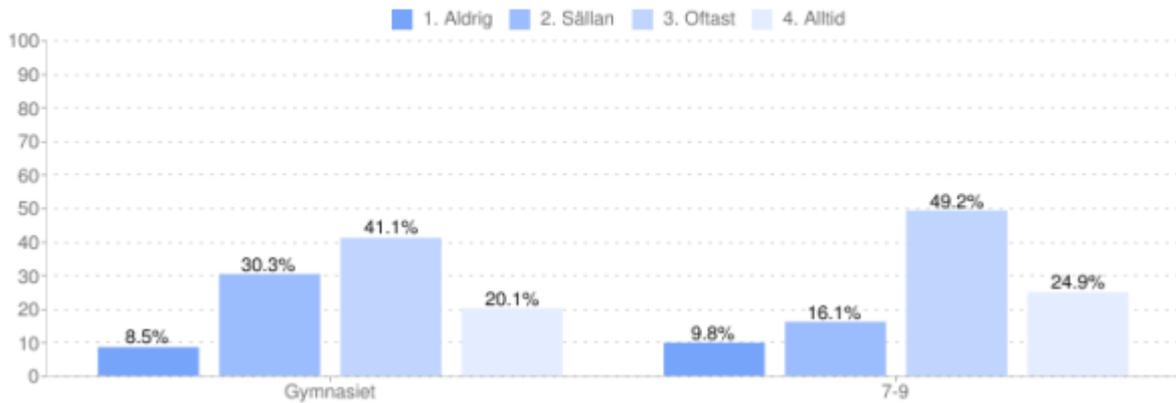
4. Känner du dig otrygg när du är i skolan?



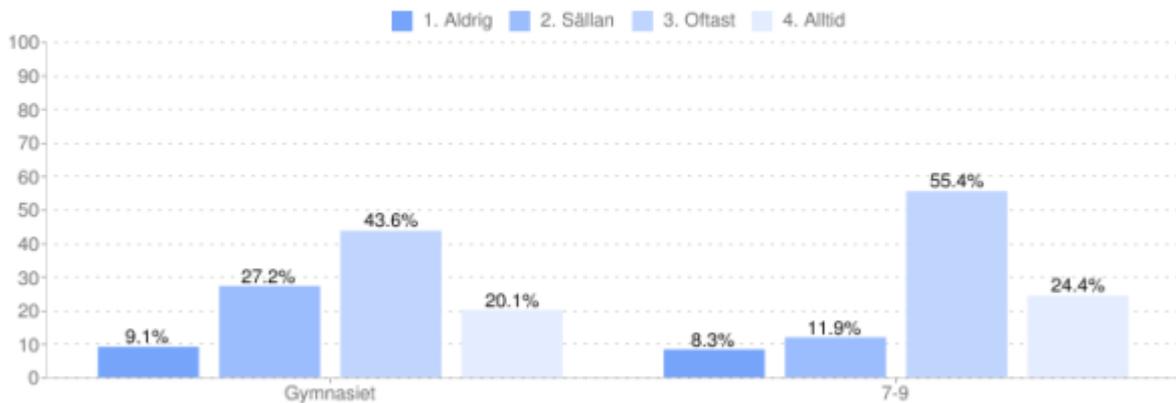
5. Känner du dig ensam när du är i skolan?



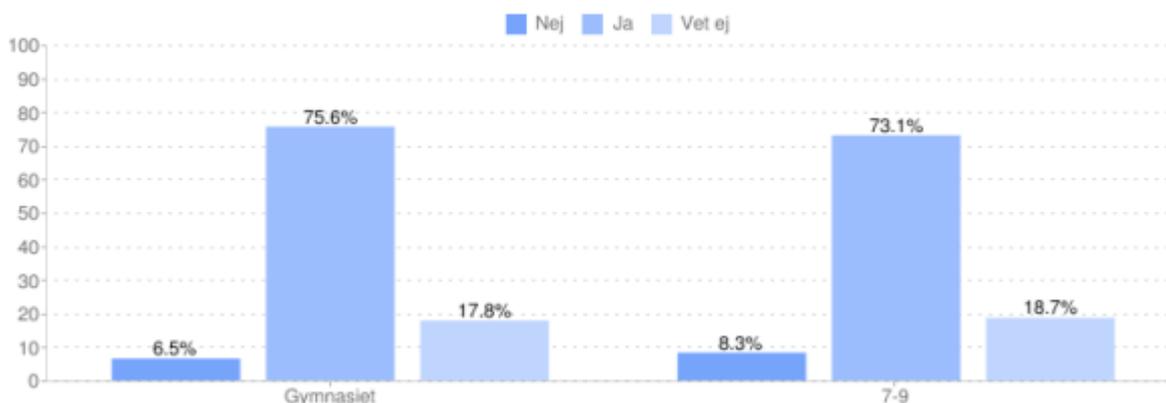
6. Berättar du för någon i personalen om du märker att en elev blir illa behandlad/kränkt?



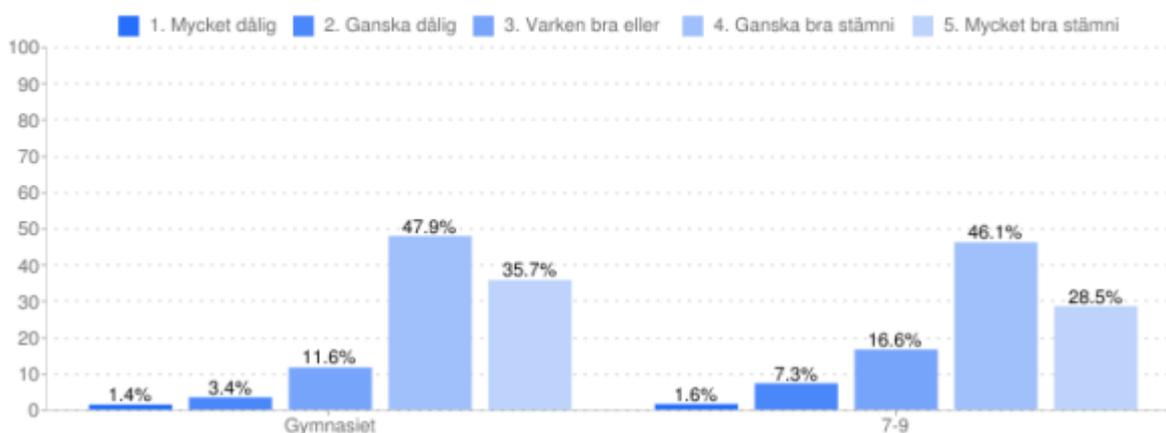
7. Upplever du att personalen på skolan agerar när de märker/får veta att elever blir illa behandlade/kränkta?



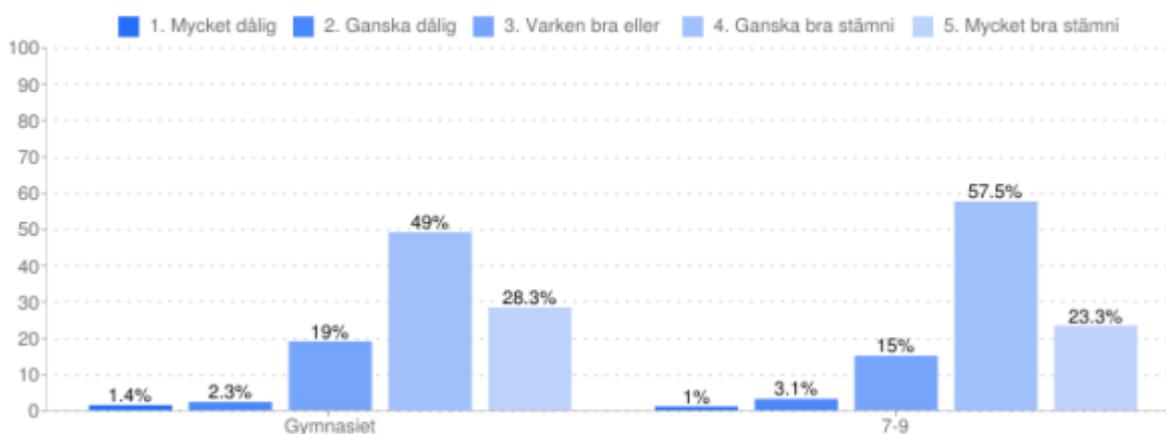
8. Finns det personal på skolan som du känner att du kan prata med och få hjälp om du skulle bli illa behandlad?



9. Hur upplever du stämningen i din klass?

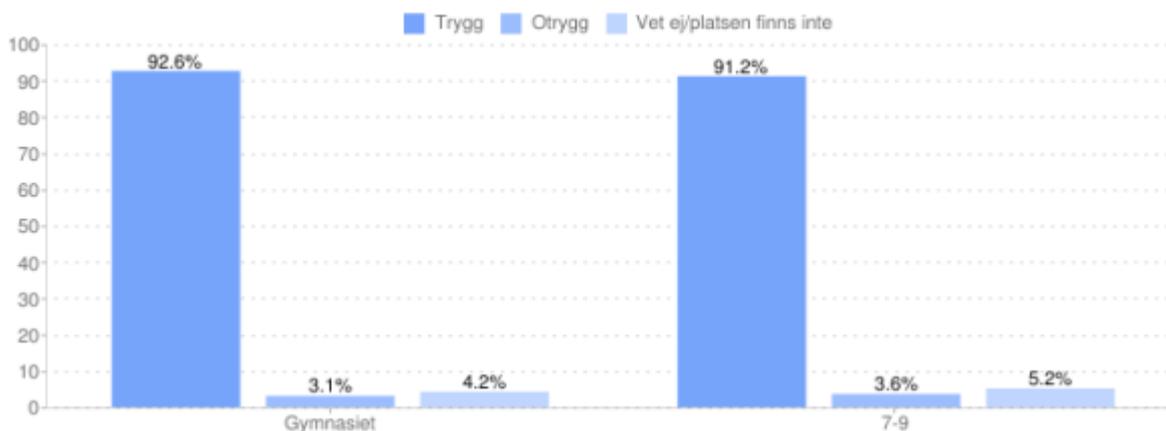


10. Hur upplever du stämningen på skolan?

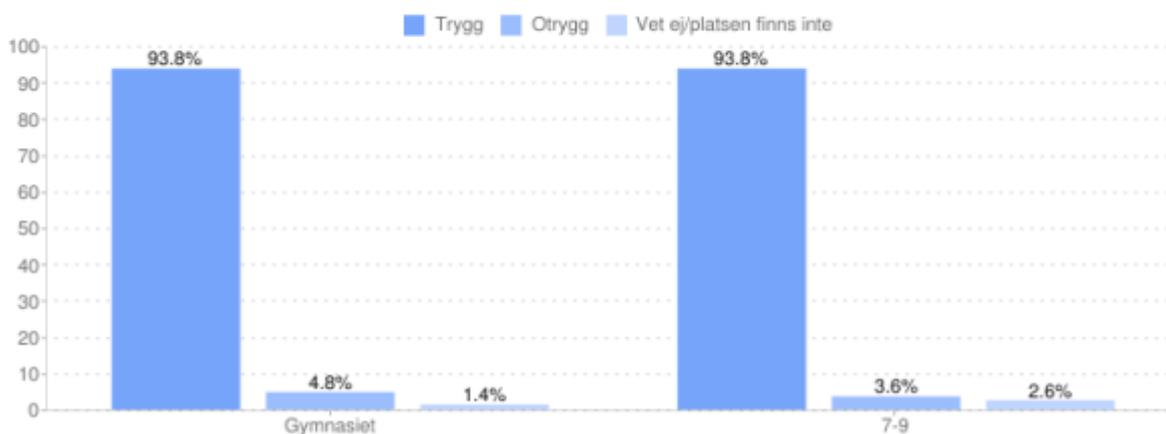


The following questions concern perceived safety and well-being in different places at school and online. Students felt most secure in Café Humlan at school, with the internet and the school cafeteria being the least secure.

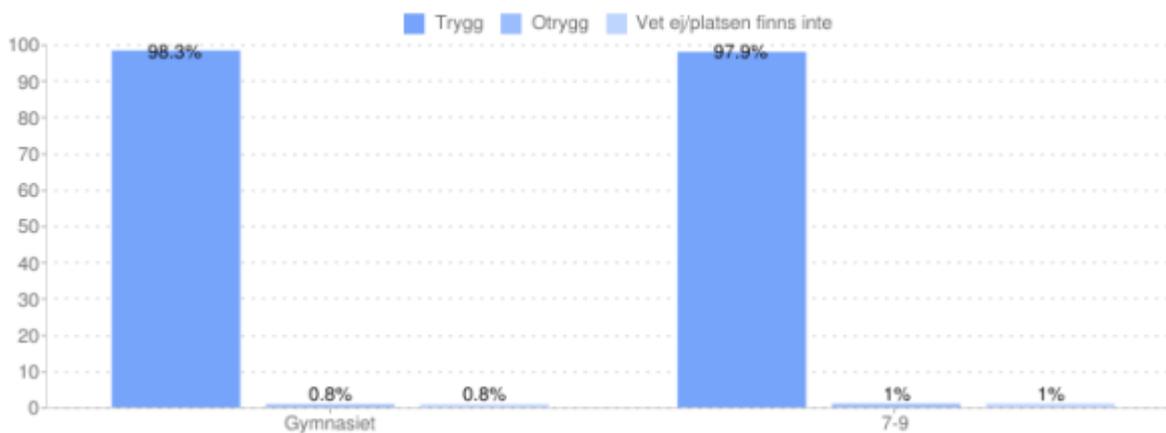
a) Internet



g) Matsal



i) Café Humlan



Summary of survey results from the spring term 2019

In the survey, there are questions concerning whether students inform staff when they perceive that someone is being treated in an offensive manner and whether students feel that the school staff is taking appropriate measures if someone is being treated offensively. The trend according to the survey is that these areas have improved over time. However, there are no major differences from last year's survey.

When students were asked if there are members of staff available to talk to if they are ill-treated or exposed to offensive treatment, their responses indicate that the situation have improved, both at the middle school and high school. What has previously emerged from the survey is that the school needs to continue to strengthen the relationship between students and their mentors. This remains the case since last year's survey.

There are no figures in terms of security that stand out or have changed to any great extent since last year's survey. Overall, the perceived security at SSHL is high.

Students' survey responses identify Café Humlan as the most secure place at school while the school cafeteria and the internet are areas where students feel least secure. The school cafeteria and the internet are two areas the school must focus on in the coming years. The school must also work to strengthen the role of mentors as well as the relationship between students and mentors.

Student survey responses indicate the following:

- Student perceive that teachers sometimes differentiate based on gender in their approach to students.
- Students find the results of the survey to be a true reflection of their reality at school.
- Students believe that almost everyone feels safe at school.
- Some found it difficult to believe that 6 students at school did not want to specify their gender in the survey.
- Everyone knows that there are gossip websites on the internet but does not want to have in-depth discussions on this topic.
- Many students do not take things that occur online as seriously as what happens in real life. They find that what occurs on the internet has been “normalised”.

Students' suggestions on improvements to be made:

- Students find it important to continue working with internet safety.
- Students find it important to have a good relationship with their mentors and to do more “fun” activities with mentors. By doing “fun” activities, everyone will get to know each other better and students will be more willing to talk to their mentors.
- Students find it important to focus on norm related issues and perceive no major change in attitudes since the “Instagram incident”.
- Students suggest that the school should invite a highly qualified lecturer to talk about sexism as many do not understand what it is and how it can manifest itself.

The school's responsibility

Most incidents that were reported to the Equal Treatment Group during the academic year involve offensive treatments and sexual harassments on the internet, more specifically, in social media. Most frequently, gender and gender identity issues are involved in these harassment cases, both online and in other environments. The school finds that there exist problematic structures relating to gender norms.

During the academic year, the school's various student associations worked actively on promotional efforts to strengthen well-being at school, encourage student participation and to provide a positive feeling regarding the school. The school's view is that the student associations are a vital part of school life and should be supported and encouraged also in the future.

Based on the survey, the school will focus on the following areas during the coming academic year:

- Strengthening trust between students and staff
- Activities during mentor time (related to all grounds of discrimination)
- Questioning and analysing norms (related to all grounds of discrimination)

Preventative measures

Overall goals:

Trust between students and staff should be strengthened and knowledge of core values and equal treatment should be increased. Staff and students should gain a better understanding on how to adopt a critical attitude towards norms and an increased knowledge of the effects of using the internet in a negative manner.

Measures:

- During the INSET days at the beginning of the school year, there is time set aside for mentors to plan the coming year's equal treatment efforts and activities that will take place during mentor time.
- Information regarding the Equal Treatment plan and its focus areas will be sent out to all staff at the beginning of the academic year.
- The school counselor will provide mentors with materials and suggestions on a structure to work with students on different equal treatment areas, such as core values, the internet, and so on.
- A more structured approach to working with equal treatment issues will be implemented during mentor time, which will include questioning and analysing norms as well as discussing core values and equal treatment. Mentors, with the support of Student Health Centre and school leaders, are responsible for these activities.

Promotional activities

Overall goals:

All students should feel safe and experience a sense of community at school. Each individual shall be treated with respect regardless of gender, gender identity or gender expression, ethnicity, religious affiliation or other beliefs, sexual orientation, disability or age.

- Student associations organise approximately four activities per academic year. These activities should strengthen the overall well-being and build community spirit. The Equal Treatment Group and school leadership are responsible for reviewing the student associations' activities. The students themselves are responsible for carrying out the planned activities.
- The school's core values will be posted in a visible location in Instan as a reminder of the values that should prevail at school. The school counselor along with the student council and Pia Lötboom are responsible for making sure that the posting of core values happens sometime during the school year.
- Members of the Student Health Centre will be present in Instan during certain hours of the week.
- The large noticeboard in Instan will be used to post information from the Equal Treatment Group. This information will be updated on a regular basis. The Equal Treatment Group, in consultation with the student association Nobis, will ensure that the noticeboard is updated and the information is kept current.
- The school has a large selection of extracurricular and recreational activities, such as rowing, football, floor ball, drama, music and more. The Recreational

Activities Department (Fritiden) is responsible for the planning and execution of these activities.

- During the school year, the school will organise a tournament with a variety of events between students and staff. The Recreational Activities Department (Fritiden) is responsible for this event.

The above-mentioned efforts will be assessed at the end academic year as part of the general mapping process.

Policies and Procedures

Incident reports

If members of staff become aware or receive indication of discrimination, harassment or offensive treatment, they should immediately report this to the Equal Treatment Group and/or the school principal.

Staff must document all occurrences and incidents of discrimination, harassment or offensive treatment that they become aware of. Staff should hand incident reports to their line manager. The Equal Treatment Group handles each reported case and ensures that incident reports are filed.

Documentation

All incident reports are documented and filed. A work log for each case is created in which the ongoing progress of the case is documented. Preventive measures that are implemented based on what has occurred are also documented.

Staff who students and parents or guardians can contact

If a student is exposed to - or finds out that another student has been exposed to - offensive treatment, harassment or discrimination, it is essential that the school is informed. The set procedure is for the student to inform a mentor or another member of staff who the student trusts. The student can also contact someone in the Equal Treatment Group directly. For staff contact information, see the list below.

Coordinators of the Equal Treatment Group

Johanna Hedlund (School Counselor) johanna.hedlund@sshl.se

Anna Johansson (IB Teacher) anna.johansson@sshl.se

Student Health Centre

Veronica Cederkäll (School Nurse) veronica.cederkall@sshl.se

Boarding Section

Backa (the house parent who is on duty attends to the matter) backa@sshl.se

Berga (the house parent who is on duty attends to the matter) berga@sshl.se

School

Sheida Delgoshaei (Middle School Teacher) sheida.delgoshaei@sshl.se

School Management

Carina Nilsson (Principal/Managing Director) carina.nilsson@sshl.se

Anna Kalles (High School Assistant Principal, Principal responsible for equal treatment issues) anna.kalles@sshl.se

Mazdak Sarvari (Head of Boarding) mazdak.sarvari@sshl.se

Procedures to investigate and remediate cases of offensive treatment between students

- When there is a suspected case of harassment or offensive treatment or if a student has been subjected to offensive treatment by another student, the mentor, teacher, Equal Treatment Group or school principal should be contacted.
- All information regarding incidents of offensive treatment must go through the Equal Treatment Group and come to the attention of the school principal.
- The Equal Treatment Group should promptly compile all relevant facts regarding the incident. All information, contacts made and measures taken should be documented. The investigation and mapping process is initiated at this point. The school principal handles all cases in which teachers or other members of staff are affected.
- When a crime is suspected, a report should be filed with the police. The school principal should file any police report that needs to be submitted on behalf of the school. In the event of serious personal injury or incidents that involved a life-threatening situation, the Swedish Work Environment Authority (Arbetsmiljöverket) should be notified immediately. The school principal is responsible for filing the report and Ulf Andersson (Safety Representative and teacher) will process the report.
- The school principal is responsible for notifying Social Services if the need arises.
- The student who has been subjected to offensive treatment is called to a meeting with representatives of the Equal Treatment Group. An action plan is drawn up. Any need for supportive measures is established and initiated at this point. Parents or guardians of a student who is a minor are contacted in agreement with the student.
- The student who has subjected another student to harassment or offensive treatment is called to a meeting with representatives of the Equal Treatment Group. During this meeting, the student is informed of the following:

- The Equal Treatment Group is aware of what is taking place or has taken place.
 - The responsible parties of the Equal Treatment Group are considering this a very serious matter.
 - It is the student's responsibility to ensure that all forms of harassment and offensive treatment relating to the case cease immediately.
- Parents or guardians of a minor who has subjected another student to harassment or offensive treatment are informed of what has occurred. Representatives of the Equal Treatment Group contact the parents or guardian. If the student is of legal age, this is done in consultation with the student.
 - Follow-up meetings should take place within a week, with continued follow-ups if needed. The goal is that the harassment or offensive treatment cease completely.
 - Everything concerning the case should be documented and processed by the Equal Treatment Group.
 - A follow-up and an evaluation of the action plan are performed. The school principal is chiefly responsible, in collaboration with the Equal Treatment Group.
 - If the harassment or offensive treatment does not stop, disciplinary measures such as written warnings, expulsion or suspension from school can be considered (Swedish Education Act, chapter 5).
 - The case is closed when the student who has been subjected to harassment or offensive treatment feels safe and satisfied with the measures taken.

Procedures to investigate and remediate cases of offensive treatment or discrimination against a student by a staff member

- If a student has experienced offensive treatment or discrimination by a teacher or other staff member, the school principal should be contacted.
- The school principal investigates by compiling facts about the incident. The documented information that is relevant to the staff at the Student Health Centre is communicated to them.
- The school principal summons the staff member to a meeting and, depending on the severity of the incident, appropriate disciplinary measures are taken in accordance with applicable agreements and contracts. In less serious cases, a meeting may be sufficient. The staff member has the right to have a union representative present at the meeting.

- If needed, the Equal Treatment Group offers support and can be present at the meetings.
- Follow-up meetings conducted by the school principal take place after three weeks. If necessary, further measures may be implemented by the school principal or by the involved parties themselves during the follow-ups.
- If the student who has been subjected to harassment or offensive treatment is a minor, the parents or guardian should be contacted immediately by the school principal.
- A police report is always filed if a crime is suspected.
- The school principal monitors the situation and ensures that a satisfactory and lasting solution is reached.
- If a student harasses or treats a teacher in an offensive manner, it is considered a work environment issue that is governed by applicable legal statutes.

Procedures to investigate and remediate cases of offensive treatment or discrimination against a student by a school principal

- If a student has experienced offensive treatment or discrimination by a school principal, the Board of trustees should be contacted.
- The Board of trustees investigates by compiling facts about the incident. The documented information that is relevant to the staff at the Student Health Centre is communicated to them.
- The Board of trustees summons the staff member to a meeting and, depending on the severity of the incident, appropriate disciplinary measures are taken in accordance with applicable agreements and contracts. In less serious cases, a meeting may be sufficient.
- If needed, the Equal Treatment Group offers support and can be present at the meetings. The Student Health Centre offers support to the student in the form deemed appropriate based on the situation.
- Follow-up meetings conducted by the Board of trustees take place after three weeks. If necessary, further measures may be implemented by the Board of trustees or by the involved parties themselves during the follow-ups.
- If the student who has been subjected to harassment or offensive treatment is a minor, the parents or guardian should be contacted immediately by the Board of trustees.
- A police report is always filed if a crime is suspected.
- The Board of trustees monitors the situation and ensures that a satisfactory and lasting solution is reached.