



SIGTUNASKOLAN  
HUMANISTISKA LÄROVERKET

# Equal treatment plan

- against discrimination and abusive  
treatment at SSHL

Sigtunaskolan Humanistiska Läroverket

The plan applies for the period 2022-08-26 – 2023-08-26

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# Vision

At Sigtunaskolan Humanistiska Läroverket, SSHL, we want all students to feel safe, seen, and heard, and well received. We also want to see that the environment of the school and boarding school should be characterized by warmth, security and respect for the individual. The entire SSHL must be free from discrimination, harassment, sexual harassment, and abusive treatment.

All people have equal value, and the affirmation of diversity must permeate the entire organization. The school and boarding school offer a safe and inspiring environment where each individual develops to their full potential, both personally and academically. SSHL's vision is an inclusive environment in a spirit of humanistic values. These enable students to develop into active and responsible members of society as well as global citizens who recognize the equal value of all people.

## Laws and governing documents

Equal treatment must permeate all the school's activities and this is regulated through the school's governing documents; Curriculum and subject plans (Lgr 11 and GY11), The School Act (2010-800) chapter 6, The discrimination laws and the UN Conventions on "Children Rights" and "Human Rights" (United Nations Convention on the Rights of the Child (1989)).

SSHL's value-based work must be characterized by knowledge of democracy and human rights and is to be practiced through democratic working methods, where students' influence and participation is in focus.

The school's democratic mission is to promote students' learning about democracy and values in order to develop good citizens. Part of the mission is to counteract abusive treatment. According to the School Act ch. 1 Section 5 "the education shall be designed in accordance with basic democratic values and human rights such as the inviolability of human life, individual freedom and integrity, the equal value of all people, equality and solidarity between people. Everyone who works in the school must promote human rights and actively counteract all forms of abusive treatment".

There is zero tolerance at SSHL against all forms of discrimination, harassment, sexual harassment, and abusive treatment. This is also regulated in the Education Act chapter 6 "Measures against abusive treatment". Abusive treatment is one behavior that violates the dignity of a child or student.

# Definition of concepts

Abusive treatment does not have to be connected to any of the grounds of discrimination. Pushing and ostracizing can also be abusive treatment. Harassment is when someone is offended based on one of the grounds of discrimination.

The seven grounds of discrimination are: gender, transgender identity or expression, sexual orientation, ethnic affiliation, religion or other belief, disability and age discrimination. Sexual harassment is a violation of a sexual nature that violates someone's dignity. Discrimination is governed by the Discrimination Act. In order for discrimination to be considered discrimination, it must be based on one of the discrimination grounds. In the Discrimination Act, there are provisions which aim to counteract discrimination, harassment, sexual harassment, and in other ways promote equal rights and opportunities in the field of education.

Since January 1, 2017, new regulations have been in effect that deal with active measures in the Discrimination Act. Schools have been given a greater responsibility to work preventively and proactively to counter discrimination, harassment and sexual harassment. The active work must take place in four stages: investigate, analyze causes, remedy, and follow up.

## The equal treatment year

**August:** The new Equal Treatment plan is reviewed by mentors for students.

**September:** Lessons in focus areas for the Equal Treatment Plan begin and continue during the year.

**November:** Well-being survey for the school is filled in.

**December:** Survey results are compiled and analyzed by the Equal Treatment Group.

**January:** Well-being survey for the boarding school is filled in. The equal treatment group compiles and analyzes the fall semester's equal treatment cases.

**February:** The results of the well-being survey for the school are presented to teachers. Group interviews linked to the well-being survey for the school are carried out. Well-being surveys for the boarding school are analyzed by the Equal Treatment Group.

**March:** The results of the well-being survey for the school are presented to the students. Group interviews linked to the well-being survey for the boarding school are carried out.

**April:** The results from the well-being survey for the boarding school are presented to staff and boarding school students.

**May:** New Equal Treatment Plan for next year is written.

**June-Aug:** Equal Treatment Plan is established by the Board.

# Responsibility for the plan

The SSSL Board is responsible for the Equal Treatment Plan.

## The Equal Treatment Group's mission

The equal treatment group's mission is to work together with staff and students with prevention, promotion, and emergency measures linked to the Equal Treatment Plan and equal treatment cases. The equal treatment group is also responsible for the evaluation of previous years' plans as well as for mapping and analysis of the results before the annual revision of the plan. The equal treatment group meets at least once a week to work with remedial, preventive, and promoting efforts. Following that, the Coordinator and responsible person for the Equal Treatment Group's monthly meetings, together with the Principal and Head of Security, are to review measures concerning individual cases.

## Equal treatment and value-based work

The promotion of the equal treatment work consists of continuous value-based work carried out by all staff during and outside of class time. The core values work has been developed through mapping, analysis, and an implementation plan made by the Equal Treatment Group and head teachers within core values issues.

## Mapping

Areas affected in the mapping are the following:

Abusive treatment, gender, gender identity or gender expression, ethnic affiliation, religion or other belief, disability, sexual orientation and age.

The mapping at SSSL takes place through:

- Well-being survey
- Boarding survey
- Combined assessment of student health interviews
- Combined assessment of incoming reports of abuse
- Combined assessment of mentor interviews
- Observations of different school and boarding school environments

With the help of information from the mapping, the Equal Treatment Group makes an analysis of the reasons why it looks like it does, in order to then set up a plan for future value-based work.

# Planning and themes

The plan for the equal treatment work consists of different themes per academic year that are developed based on what emerged from the analysis and mapping.

Implementation of the equal treatment plan is controlled by the Equal Treatment Group, but is performed by all staff at SSHL.

The equal treatment work is evaluated in the Equal Treatment Group every year.

## Student and staff participation

- All students go through the equal treatment plan at the beginning of the school year together with a mentor and in the boarding homes. In connection with that work, the mentor compiles the students' insights and sends them to the Equal Treatment Group.
- Students evaluate well-being at school and boarding houses through well-being surveys.
- When the results from the surveys are ready, group discussions are held with randomly selected students about the reasons behind the results and what could be changed.
- Future prevention and promotion efforts are based on students' feedback from well-being surveys, group discussions, and from equal treatment cases.
- Staff work with the students with core value exercises is linked to the Equal Treatment Plan.
- Staff and students at the boarding school work with core value exercises continuously throughout the school year.

## Anchoring the plan

- The current equal treatment plan must always be available for staff, students, and guardians to take a look at.
- Mentors review the Equal Treatment Plan with their mentor students every year.
- At the start of the academic year, at a staff meeting, the year's focus area and routines regarding equal treatment work for all staff are presented.
- At the beginning of each academic year, a presentation of the members of the Equal Treatment Group is held in front of students and staff.

# Evaluation of the year's efforts for academic year 21-22

Preventative and preventive efforts from the previous year:

- SSHL's value-based work is developed.
  - During the year, a new values-based work was developed at both the school and the boarding houses with a common values-based drive and continuous anonymous surveys for classes and the boarding houses, which form the basis for theme meetings, value-based exercises and change work. The implementation of this will continue in the coming year.
- Two school counselors employed at 100% were present at the school, which led to greater opportunities for individual support for students as well as an increase in preventive and proactive efforts for the students' well-being.
- The school counselors have provided materials and proposals for a structure for values-based work for all boarding houses and in the classes where there was a need.
- The student associations at SSHL have had approximately four activities each to strengthen well-being and community.
- Increase the knowledge that staff has regarding equal treatment issues
  - A guide called "When should I report" has been developed by the School counselors and will be in both Swedish and English included the introduction folder given to all staff.
  - The Student Health intranet has been revised and the equal treatment work has been given its own tab and subcategories so that staff can understand how the equal treatment work is carried out and what teachers, house parents, and mentors can do to prevent insults and promote equal treatment.
- SSHL had a rich range of extra-curricular activities in the form of rowing, football, floorball, drama, music, and more. *Fritiden* was responsible for the execution of these activities. During the year SSHL organized a tournament of various elements between students and staff. *Fritiden* was responsible for planning and execution.
- The Equal Treatment Group has carried out safety walks.
- The Equal Treatment Group has worked at group level with several classes and boarding homes based on their specific needs.
- The Equal Treatment Group has worked with and focused on silencing culture and how to work with this at group level. This is to increase students' willingness to talk to staff if they see someone being mistreated.
  - All boarding staff have undergone training in Motivational Conversation to increase students' willingness to change and strengthen relationships between students and staff.
  - The Equal Treatment Group has been more visible at the boarding houses and one of the school counselors has their main focus on the boarding students.
  - Implementation of the material Class Temperature/Boarding House Temperature is available to all staff to increase students' willingness to talk about the atmosphere and insults. The survey is anonymous.

- In the revision of the school's well-being survey, several comment fields were added so that the students can develop and contribute more knowledge about their situation to the work of the Equal Treatment Group on almost every question.
- An external lecturer has lectured on norms and gender roles during the spring.
- The Swedish middle school has been part of the YAM project during the year. This is a program developed by the National Center for Suicide Research focusing on mental health promoting lifestyles and how students can help themselves and their friends.
- On behalf of the Equal Treatment Group, head teachers in value work have produced material on bullying for all mentors. A brand new drive with a large number of themed lessons on, among other things, issues of equal treatment is available to all staff.
- Student Health's intranet is updated and equal treatment lessons are available to all staff.
- Year 1 interviews at the boarding houses have been reworked and the Equal Treatment Group has instead had equal treatment interviews at the boarding houses where students from several grades have been interviewed with a focus on equal treatment issues at the boarding houses.
- During the spring semester, a pilot project regarding values was carried out in one of the boarding houses. In the coming academic year this will be expanded and carried out in all boarding houses.

## Results from the school's well-being survey

The annual Well-Being Survey at SSSL is sent out to students in November/December each year. It is open for about three weeks. In the academic year 2021-2022, the response rate for the survey was 60%. That's down from last year's survey response rate of 72%. In addition, only 13 students from year 7/MYP2 answered the survey. Due to the ongoing pandemic situation, more students and mentors have been at home on sick leave than before, which may be an explanation for the reduced response rate. The results have been compiled and analyzed by the Equal Treatment Group.

## Summary of survey results for the academic year 2020-2021

This year's survey results are consistent with the pattern we have seen in previous years' results. We see good results and overall have a safe and calm school with few offenses and a low level of insecurity.

Comparison primary school/MYP 2-4 and high school/MYP5/DP/CP

- A greater proportion of students in middle school/MYP 2-4 feel worried about being treated badly at school compared to students in high school/MYP 5/DP/CP.



- More high school students than middle school students feel that there is an adult at school with whom they can talk.
- Significantly more middle school students/MYP 2-4 feel unsafe in the changing rooms than high school students/MYP 5/DP/CP. This pattern can also be seen in regards to feelings of insecurity in the corridors.

#### Gender comparison

- A greater proportion of boys than girls always experience insecurity at school, while many experience insecurity often.
- Several girls often feel lonely at school.
- More boys than girls feel that they do not have an adult at school to turn to and get help if they are mistreated. What do you think this is due to? Is there a difference in how boys/girls signal bad moods? Is there a difference in how we in the staff ask about vulnerability, for example?
- Almost twice as many girls as boys state that they have been victimized by a student at school in the past year.
- More girls than boys feel unsafe in the Sports Hall, Humlan, changing rooms and corridors. Significantly more girls than boys experience the dining hall as an unsafe place.
- Of the students who answered that they have been subjected to insults by staff in the past year, the girls feel to a greater degree that this happened several times (11), while the boys stated that it happened more than once or twice. Why do you think it is like this?
- When asked about sexual harassment, 5 boys and 10 girls answer that they have been victimized by another student at school.

#### Comparison with previous years

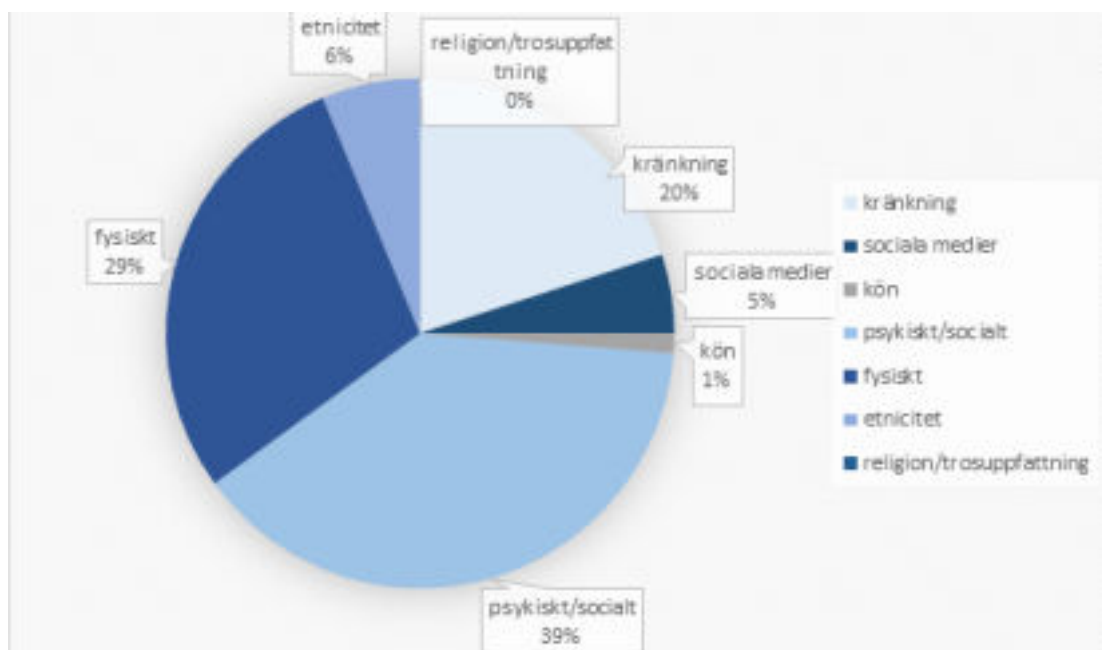
- Somewhat increased insecurity in the Sports Hall this year compared to the previous year.
- Slightly increased insecurity in the classrooms/halls this year compared to the previous year.
- Somewhat increased insecurity in the changing rooms this year compared to the previous year
- Five more students than in previous years feel unsafe in the lounge areas. New for this year is that in the survey we have specified what we mean by lounge areas, as many previous years answered that they did not know if they were unsafe. It may therefore have been the case that the insecurity this year is more consistent with what the students experience than in previous years. This is also confirmed with 58 students the previous year answering "don't know" and 21 students this year answering "don't know".
- Increased insecurity at Humlan, from 2 students to 10 students feeling unsafe at Humlan.
- Fewer students experience being bullied. From 19 students to 11 this year. The reasons for the bullying look different this year than last year. This year, gender and ethnicity are mentioned as the grounds for discrimination that have increased. Last year, this was cross-gender identity and sexual orientation. However, it is still seen that the most common thing is that the bullying takes place for other reasons such as money, clothes, extra-curricular interests or appearance.

## Comments that emerged from the students in the school's well-being survey:

- Many students write that the insults are often subtle and happen frequently. They are about clothes, appearance, make-up, shoes, or finances. This also creates a lot of pressure about appearance.
- Several students write that racism and homophobia are something the school needs to work on.
- Gossip incidents and abuse anonymously online are mentioned by several students. This is also something that is reflected in the cases received by the Equal Treatment Group during the year.
- Several students mention discomfort in places where many different students are located at the same time.

## Equal treatment cases

An increase in the number of reported equal treatment cases can be seen compared to the previous year. One reason for this may be that the school no longer conducts distance education. The previous year was an exception to the norm as there were unusually few equal treatment cases.



(Physical, 29%, Ethnicity 6%, Religion/Religious belief 0%, insults 20%, Social media 5%, Gender 1%, Physical/social 39%)

The figure above shows the type of cases received by the equal treatment group in the last school year. Total number of individual cases FT/ST: 72. Several of the cases can have a mixed nature, which means that a single case can be included in several categories.

36 of these individual cases have been in high school/MYP5-DP and the rest in middle school/MYP2-4. Of these cases, girls have been the ones who have been exposed in 36 cases, and boys the ones who have been exposed in 34 cases. The remaining cases did not have a direct victim.

Inspections of entire classes and individual boarding homes have been carried out during the school year when concerns have arisen. The purpose of the screenings was to map out the class/boarding house in order to then develop an action plan to create a safer environment for the students. Screenings also take place randomly at the boarding houses to ensure the well-being and safety of the boarding students.

## Focus areas for the academic year 2022-2023

- Zero tolerance vision for insults, harassment, and violence.
- Increase the knowledge of equal treatment issues and value-based issues among the staff.
- Increase the school's knowledge of norm criticism this year to focus on ethnicity and gender.
- Implement a systematic equal treatment work at the boarding houses.
- External lecturers will, together with staff and students at the school/boarding houses, work on various themes linked to values.

### Zero vision for insults, harassment and violence

*When it comes to 'insults of both students and staff', the basis of discrimination that most people experience is linked to the gender, transgender identity and ethnicity and disability of the victim. We need to increase the understanding of both students and staff regarding these issues and review how to create an inclusive school with a norm-critical approach.*

*How:*

Preventive measures	Promotional measures
Recurring annual lecture on norms and gender.	The Equal Treatment Group is presented to all classes at the beginning of the term. We also strive to make ourselves and our work visible at parent meetings during the school year.
During staff meetings, the Equal Treatment Group will offer case studies for staff relating to equal treatment issues and value-based issues. This is to enable early detection and quick support for students in need of support.	Review of the equal treatment plan at the beginning of each academic year for the students.
Boarding house staff receive continuous guidance from a counselor to promote, prevent and	The Equal Treatment Group provides material on bullying to all mentors to be used at the beginning of the school

detect suspected abusive treatment.	year.
The students' well-being at SSSL is affected by the sense of community. The school's student associations hold about 4 activities each year to increase the feeling of community at SSSL. The leadership team and contact persons are responsible for reviewing their work. Needs grouping is carried out in mathematics in the social and economic classes in years 2 and 3. This is experienced by the students as strengthening the community by year groups.	Feedback on the well-being survey results in the middle of each school year for the students.
A class schedule is provided to all mentors called the "Class Temperature". It can be used as a tool to review the atmosphere in the class and open the dialogue around issues of equal treatment.	The extra-curricular time consists of tournaments and activities to promote well-being and community throughout the year. Tournaments between students and staff are also held to create good relationships.
A larger value-based work with different themes/materials has been developed. This will be implemented in all student residences during the coming school year.	Boarding staff have supervision together with a counselor in groups twice per term with the aim of raising issues of equal treatment and students' well-being.
External lecturers come to the school/boarding houses and meet both students/staff to highlight and work with different themes connected to the value base.	

### **Increase the knowledge of staff regarding equal treatment and value-based issues**

*In order to reduce the experience of insults by staff, promote equal treatment issues and quickly detect insults or unfair treatment, we as a school need to focus on competence development in the area.*

*How:*

<b>Preventive efforts</b>	<b>Proactive efforts</b>
During staff meetings, the Equal Treatment Group will offer case studies for staff related to equal treatment issues and value-based issues.	The Equal Treatment Group recommends training in norm-critical approach and practical work for all staff.

Review of the equal treatment plan at the beginning of each academic year for staff.	Increase the visibility of the Equal Treatment Group through more presentations, posters, and in conversations when we meet students in other contexts.
Feedback on the satisfaction survey results in the middle of each academic year for staff.	Free online lectures must be given by all staff at the school. The lectures are sent out by the Equal Treatment Group and must be given at the beginning of the school year. You can also find links to the lectures in the reference list at the back of the plan.

**Increase the school's knowledge of norm criticism, this year with focus on ethnicity and gender**

When it comes to 'unsafe places', the dining hall has the highest percentage of students who feel unsafe. This is also evident in comments that students have been asked to write in the questionnaire as well as conversations with students at the Student Health Team.

*How:*

<b>Preventive measures</b>	<b>Promotional measures</b>
Recurring annual lecture on norms and gender.	Mentors focus on ethnicity and gender in selecting mentoring lessons from the school's core values.
During staff meetings, the Equal Treatment Group will offer case studies for staff relating to criticism of norms, ethnicity and gender for staff.	The Equal Treatment Group recommends training in norm-critical approach and practical work for all staff.

A time limit for investigation interviews is drawn up with the aim of ensuring that every student has the right to an equal violation investigation.	The Equal Treatment Group has developed online lectures on norm criticism and gender equality in schools, that must be viewed by all staff at the school. The lectures are sent out by the Equal Treatment Group and must be given at the beginning of the school year. You can also find links to the lectures in the reference list at the back of the plan.
The Equal Treatment Group's section on the Student Health intranet is updated with a checklist for practical norm-critical work for every staff member to take part in.	

# Procedures for investigation, measures and documentation

## Procedures for investigating and taking action when a student is violated by other students

### Step 1

- In the event of suspicion of violation or when a student feels violated by another student, the mentor/house parent, teacher must inform the Equal Treatment Group and the Vice Principal/Principal be informed.
- The Equal Treatment Group will provide the mentor/student house parent with a form to fill in and document the steps in the investigation.
- Mentor/house parent is responsible for first investigating the incident by obtaining information from both parties and students who witnessed the incident. The Equal Treatment Group's watchdog for investigation calls is used during these calls. This can be found under the Equal Treatment Group tab on the Student Health intranet.
- Mentor/house parent is responsible for informing guardians about what happened.
- The mentor/house parent is responsible for taking appropriate measures to prevent the violation from being repeated. Mentor/house parent informs work team, equal treatment group and Principal. All insults must be continuously followed up by the mentor so that the school can ensure that these have ceased.
- All staff at SSHL have a duty to report to social services and the report is made when there is a need. The school has a duty to report crimes or suspicions that children are being harmed in other ways.
- The matter is concluded in consultation between the mentor/house parent and the victim(s).
- If the violation is of a serious nature or if the violation does not cease, the investigation responsibility passes on to the Equal Treatment Group (step 2).

### Step 2

- The Equal Treatment Group quickly collects the facts in the matter from the mentor/house parent. All information and all contacts and actions are documented in a work log.
- Conversations are held with the students involved and any guardians (if the student is not over 18, or a day student over 18 who refuses access to guardians).
- The Equal Treatment Group reviews measures already taken and draws up an action plan to ensure that the insults are not repeated.
- If a crime is suspected, a police report must be made. In the event of severe personal injuries and incidents that entailed serious danger to life and health, the Work Environment Agency is immediately notified. The Principal is responsible for the notification and the Head Protection Officer (*huvudskyddsombud*) administers the notification.
- The matter is followed up on and evaluated. The main person responsible is the Principal in collaboration with those responsible in the Equal Treatment Group.
- The case is concluded in consultation between the Equal Treatment Group and the victim(s).
- If the violation is of a very serious nature or if the violation does not cease, the investigation responsibility is passed on to the Leadership Team (step 3).



### Step 3

- The Leadership Team quickly collects the facts of the case from the Equal Treatment Group. All information and all contacts and actions are documented in a work log.
- Conversations with involved students and guardians are held (if the student is not over 18, or a day student over 18 who refuses access to guardians).
- The management team reviews measures already taken and draws up an action plan to ensure that the insults are not repeated.
- If a crime is suspected, a police report must be made. In the event of severe personal injuries and incidents that entailed serious danger to life and health, the Work Environment Agency is immediately notified. The Principal is responsible for the notification and the Head Protection Officer (*huvudskyddsombud*) administers the notification.
- The matter is followed up and evaluated. The main person responsible is the Principal in collaboration with those responsible in the Equal Treatment Group.
- The case is concluded in consultation between the Equal Treatment Group and the victim(s).
- If the harassment or abusive treatment does not stop or is considered serious, measures such as a written warning, expulsion or suspension from school may be relevant (Chapter 5 of the School Act).

#### Harassment or abusive treatment at the boarding homes

- If harassment or abusive treatment occurs at the boarding houses, a student may be suspended from the student residence during the investigation period.
- If the investigation shows that a student harassed, violated or bullied another student, the student may be transferred to another student residence, suspended or have their boarding place terminated.
- Decisions about measures taken are made by the boarding director, Principal or the board. The boarding school's regulations are determined by SSHL.

#### **Procedures for investigation/action when a student is violated/discriminated by staff**

- If a student feels violated or discriminated against by teachers/staff, the Principal must be contacted.
- The immediate manager investigates by gathering facts about what happened, and taking relevant measures. The immediate manager also contacts HR.
- Follow-up calls take place with the student and immediate supervisor. Any additional measures are decided and taken by the Principal/closest manager or the parties themselves during this follow-up.
- Guardians are informed.
- All staff at the school have a duty to report crimes or suspicions that children are being harmed in any way.
- The immediate manager ensures that the conflict gets a lasting solution.
- In cases where a student violates or harasses a teacher, this is a work environment issue and is dealt with based on current regulations.

#### **Procedures for investigation/action when a student is violated/discriminated by the Principal**

- If a student feels violated or discriminated against by the Principal, SSHL's Board and HR must be contacted.
- The Board investigates by gathering facts about what happened. Documented information that is of importance to the Student Health Team's work is shared with them.

- The Board calls the Principal to a meeting and, depending on the seriousness of the incident, the necessary measures are taken in accordance with the current agreement. In mild cases, a conversation may be sufficient.
- If necessary, the Equal Treatment Group can assist in the conversations and student health offers the person who has been wronged support in the form that the situation requires.
- Follow-up calls are made by the Board after three weeks. Any additional measures are decided and taken by the Board or the parties themselves during this follow-up.
- If a student has been subjected to abuse or discrimination, the guardian of the minor student is promptly informed by the Board.
- A police report is always made when a crime is suspected.
- The Board ensures that the conflict gets a lasting solution.

### **Procedures for investigation/action when staff are violated/discriminated against by students**

- If staff feel violated or discriminated against by a student, the Principal must be contacted.
- The immediate manager and HR investigate by gathering facts about what happened, and taking relevant measures.
- The student's guardians are informed if the student is not of legal age.
- Disciplinary measures are taken in proportion to the incident when the investigation is complete.
- A police report is always made if a crime is suspected.
- The immediate manager ensures that the conflict gets a lasting solution.

### **Reporting of abusive treatment**

If staff become aware of or have indications of discrimination, harassment or abusive treatment, this must be promptly investigated and reported to the Equal Treatment Group and/or the Principal or Head of Boarding. All staff must document events and incidents that come to their attention. All reports must be submitted to the immediate manager and the Equal Treatment Group.

### **Documentation**

All reports of abusive treatment are documented and archived. A work log is always drawn up in which the ongoing work is documented. Preventive measures that are implemented based on events are documented.

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

If any student feels, or learns that another student is being abused, harassed or discriminated against, it is important that the school becomes aware of this. A notification from staff at the school takes place using the prescribed form on the Equal Treatment Group's tab on the Student Health intranet. Guardians or students can also report a case by contacting someone in the Equal Treatment Group or emailing: [likabehandlingsgruppen@sshl.se](mailto:likabehandlingsgruppen@sshl.se)

### **School Leaders (Administration)**

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