



SIGTUNASKOLAN
HUMANISTISKA LÄROVERKET

Equal treatment plan

- against discrimination and abusive
treatment at SSHL

Sigtunaskolan Humanistiska Läroverket

The plan applies for the period 2023-08-26 – 2024-08-26

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Vision

At Sigtunaskolan Humanistiska Läroverket, SSSL, we want all students to feel safe, recognised for their uniqueness and well treated. We also want to ensure that the environment in the school and boarding houses is characterised by warmth, security and respect for the individual. The entire SSSL must be free from discrimination, harassment, sexual harassment and abusive treatment.

All human beings are of equal value, and the affirmation of diversity must permeate the entire organisation. The school and boarding school offer a safe and inspiring environment where each individual can develop to their full potential, personally as well as academically. The vision of SSSL is an inclusive environment in a spirit of humanistic values. These enable students to develop into active and responsible citizens, as well as global citizens, who recognise the equal value of all human beings.

Laws and regulatory 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 the 'Rights of the Child' and 'Human Rights' (United Nations Convention on the Rights of the Child (1989)).

The work with the SSSL core values must be characterised by the understanding of democracy and human rights and should be practised through democratic work methods, where the students' influence and participation are in focus.

The school's democratic mission is to promote students' learning about democracy and core values in order to develop into good citizens. An important part of the mission is to counteract abusive treatment. According to the School Act, chapter 1, 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 at the school must promote human rights and actively counteract all forms of abusive treatment'.

There is a zero tolerance at SSSL 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 an example of behaviour 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 ostracising 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 regarded as 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 that deal with active measures in the Discrimination Act apply. 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: investigation, analysis of causes, measures, and follow up.

The equal treatment year

August: The mentors go through the new Equal Treatment Plan with their students.

September: Lessons in focus areas in the Equal Treatment Plan begin and continue throughout the school year.

November: The well-being survey for the school is carried out.

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

January: The well-being survey regarding the boarding school is carried out. The Equal Treatment Group compiles and analyses equal treatment cases from the autumn term.

February: The results of the well-being survey regarding the school are presented to teachers. Group interviews linked to the well-being survey for the school are carried out. The well-being surveys for the boarding school are analysed 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: A new Equal Treatment Plan for next year is written.

June-August: The Equal Treatment Plan is ratified by the Board.

Responsibility for the plan

The SSSL Board is responsible for the Equal Treatment Plan.

The Mission of the Equal Treatment Group

The mission of the equal treatment group mission is to, together with staff and students, work with prevention, proactive 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' plan 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 proactive efforts. Subsequently, the Coordinator and responsible person for the Equal Treatment Group's has monthly meetings, together with the Principal and Head of Security, in order to review measures concerning individual cases.

Work with equal treatment and core values

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

Mapping

The mapping covers the following areas: 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 school survey
- Combined assessment of student health interviews
- Combined assessment of incoming reports of abuse
- Combined assessment of the discussions between mentors and mentor students
- 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 behind these results, in order to then create a plan for future work with the school's core values.

Planning and themes

The plan for the equal treatment work consists of different themes that are developed for each academic year, 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 SSSL.

The equal treatment work is evaluated by 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 their mentors and also in their boarding houses. In connection with that, the mentors compile the students' views and submit them to the Equal Treatment Group.
- Students evaluate their well-being at the school and the boarding houses through the well-being surveys.
- Based on the results of the surveys, group discussions are held with randomly selected students about the reasons behind the results and suggestions on changes for improvement.
- Future preventive and proactive efforts are based on students' feedback from well-being surveys, group discussions, and from equal treatment cases.
- Staff should systematically work with the students in the form of exercises linked to focus areas in the current 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.
- Mentors go through the Equal Treatment Plan with their mentor students every year.
- At the start of the academic year, the year's focus area and routines regarding equal treatment work for all staff are presented during a staff meeting.
- 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 efforts during the academic year of 22 - 23

Preventive and proactive efforts from the previous year:

- SSHL's value-based work is developing.
 - During this academic year we have continued to work, both in the school and in the boarding houses, with the development of a 'core-value-drive': There have been continuous anonymous surveys in classes and at the boarding houses, which form the basis for theme meetings, exercises in implementing our core values and changes in the way we work. The implementation of a more systematic work with our core values will continue to develop during the next academic year, starting in the autumn of 2024.
- The school had two full-time counsellors, which led to better opportunities for individual support for students as well as an increase in preventive and proactive efforts for the students' well-being.
- The school counsellors have provided materials and in addition proposals for a structure for work with the school's core values for all boarding houses and in some classes when needed.

- The student associations at SSSL have had approximately four activities each to strengthen the well-being and community spirit.
- Development of the staff's competence regarding their handling of equal treatment issues
 - A quick guide called 'When should I report', created by the school counsellors (in both Swedish and English), will be included in the introduction folder given to all staff.
 - The equal treatment work has been given its own tab. It contains subcategories to facilitate understanding of the structure of the equal treatment work and what teachers, house parents, and mentors can do to prevent abuse and work proactively with equal treatment.
- SSSL offered a wide range of extra-curricular activities such as rowing, football, floorball and music. *Fritiden* was responsible for these activities. During this year SSSL organised a tournament involving both students and staff. *Fritiden* was responsible for the planning and carrying out of these activities.
- The Equal Treatment Group has organised safe walks.
- The Equal Treatment Group has worked at group level with several classes and boarding houses based on their specific needs.
- The Equal Treatment Group has had a special focus on cultures of silence and how to work with this at group level, in order to increase students' willingness to talk to staff if they see someone being mistreated.
 - All boarding staff members have undergone training in Motivational Conversation to increase students' willingness to change and strengthen relationships between students and staff.
 - The Equal Treatment Group has strived to be more visible at the boarding houses and one of the school counsellors has their main focus on the boarding houses.
 - The material Class Temperature/Boarding House Temperature is available to all staff to enhance students' willingness to talk about the atmosphere and about abusive treatment that may occur in classes. The survey is anonymous.
 - In the school's well-being survey, several comment fields were added to give the students an opportunity to develop and contribute with more information about their situation, which helps the Equal Treatment Group in their work.

- In the Swedish middle school the main focus has been on health, stress and well-being issues during the spring term. A theme day for the students was arranged in week 10.
- An internal drive, accessible to all staff, provides a large number of theme based lessons on for example equal treatment issues. Material about abusive treatment is available to all mentors.
- The Student Health's intranet is updated and equal treatment lessons are available to all staff.
- Year 1 interviews at the boarding houses have now been revised and the Equal Treatment Group has conducted interviews at the boarding houses where students from several grades have been interviewed, focusing on equal treatment issues at the 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 of 2022-2023, the response rate for the survey was 70%. That is an increase from last year's survey with a response rate of 60 %. In addition, the number of middle school students has decreased with three year groups, with a maximum of 28 students per class. Though, the total amount of answers has increased and the most likely explanation why is the fact that the students are on site at the school, after the pandemic, and fill out the survey during class time. The results have been compiled and analysed by the Equal Treatment Group.

Summary of survey results for the academic year 2022-2023

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

Comparison between the Swedish middle school/MYP 2-4 and high school/MYP5/DP/CP

- Overall the same proportion of students in middle school and high school 'often' (a small number) 'seldom' or ' never' feel worried about being treated badly at school - small decrease compared to previous year.
- More high school students than middle school students 'often feel lonely' at the school; at the same time a larger number of them feel that there is an adult at the school that they can talk to.
- A relatively big increase in the number of students, in particular in the middle school/MYP 3-4, who feel unsafe in the changing rooms compared to the high school students/MYP 5/DP/CP.
- The feeling of safety in the school corridors has increased among the middle school students as well as the high school students, in comparison to last year's well - being survey, when there was a notable increase.
- More students, both in middle school and high school, feel safer on the internet compared to previous year.

Gender comparison

- In the last survey more girls than boys say that they 'seldom' or 'often' feel unsafe at the school.
- The percentage of girls who feel that they have been harassed is slightly bigger compared to the boys. A certain percentage of non-binary students have experienced harassment during the past academic year.
- More girls than boys often feel lonely at school compared to the boys or non-binary students.
- There is no significant difference between genders when it comes to the students feeling that they have an adult at the school to turn to for help if they were badly treated,
- A slightly bigger percentage of girls say that they have been harassed by a

student at the school during the past academic year. A big percentage of non-binary students have been harassed during the past academic year. However a decrease can be seen in the number of cases of harassment compared to last year.

- More girls than boys feel unsafe when they are in the locker rooms and in the corridors. Generally, more girls feel unsafe in all physical places, but in particular in the dining hall and changing rooms. 30% non-binary students also feel unsafe in these places.
- Both boys and girls testify that they have been insulted by staff members during the past academic year; roughly the same number of either gender, but the boys report to a greater degree that this happened 'several times' while the girls stated that it happened 'occasionally'.

Comparison with previous years

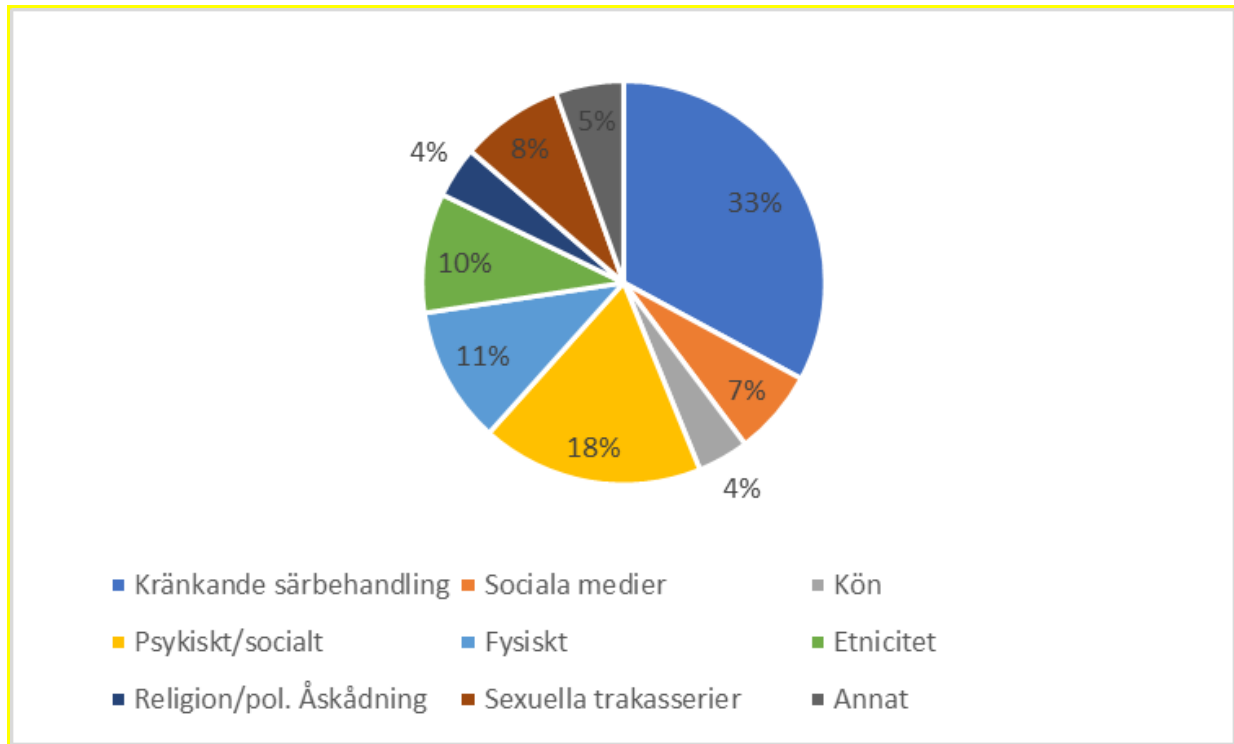
- The number of students who feel unsafe and insecure in the Sports Hall has slightly increased this year compared to the previous year.
- The number of students who feel safe in the classrooms has increased slightly compared to last year.
- The number of students who feel safe in the changing rooms has slightly decreased compared to last year.
- The number of students who feel unsafe at Humlan has decreased(from 10 to 2 students who feel unsafe there). However, there are 10 students who do not know where Humlan is located.
- A significant decrease in the number of students who have experienced harassment during a longer period of time, compared to last year, which goes for all genders. From 13 to 7 students this year. The grounds for the harassments have for example been looks and clothing styles.

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

- Many students write that the abuses are often subtle and happen frequently. They are often in the form of glances or comments about clothes, appearance, make-up, shoes, or socio - economic status. This in turn creates a lot of pressure about how you should look or 'act' in order to fit in.
- Several students continue to mention different anonymous online class chats, gossip accounts and anonymous abuses on the Internet, something which is reflected in the cases that have been reported to the Equal Treatment Group during the year.
- Several students mention feeling uneasy in places where many different students are gathered at the same time; locker rooms, corridors and changing rooms.

Equal treatment cases

A decrease in the number of reported equal treatment cases can be seen compared to the previous year (9%). The pie chart below shows the number of cases reported to the Equal Treatment group during this past academic year. The total number of individual cases during the autumn and spring term amounts to 64.



(Physical, 11%, Ethnicity 10%, Religion/Religious belief 0%, Insults 33%, Social media 7%, Gender 4%, Physical/Social 18%, Sexual harassment 8%, Other 5%)

Please note that some of the individual cases can be of a mixed nature, thus include several categories in the chart.

40 of these individual cases have occurred in high school/MYP5-DP and the rest in middle school/MYP3-4. The number of girls and boys has been the same, i.e. 31 cases in each gender. The remaining cases did not have a specified victim.

Screenings of entire classes and individual boarding houses 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 2023-2024

- A zero tolerance vision for abuses, harassment, and violence.
- Increase the knowledge of equal treatment and core value-based issues among the staff.

- Increase the school's knowledge of norm criticism with a continued focus on gender, ethnicity and the impact of language use.
- External lecturers will, together with staff and students at the school/boardings houses, work on various themes linked to equal treatment and core values.

A zero vision for abuse, harassment and violence

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

How:

| Preventive measures | Proactive measures |
|--|--|
| A 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 parents' meetings during the school year. |
| During staff meetings, the Equal Treatment Group will offer case studies for staff relating to equal treatment issues and core 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 get continuous guidance from a counsellor to prevent and detect suspected abusive treatment. | The Equal Treatment Group provides the mentors with material on various forms of abuse. This should be used at the beginning of the school year. |
| The students' well-being at SSSL is affected by the sense of community. The school's student associations organise about 4 activities each year to increase the feeling of community at SSSL. The school's leadership team and contact persons are responsible for reviewing their work. Grouping, based on the students' learning needs, is carried out in mathematics in the Social and Business Economy programmes in years 2 and 3. The students think that this enhances the community spirit in their year groups. | Feedback on the well-being survey results is given to the students in the middle of each school year. |

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| <p>A material, 'Class temperature' is provided to all mentors. It can be used as a tool to review the atmosphere in the class and open the dialogue around issues of equal treatment.</p> | <p>The school's extra-curricular activities team (<i>Fritiden</i>) organises tournaments and activities to promote well-being and the community spirit throughout the year. Tournaments between students and staff are also held to create a good rapport.</p> |
| <p>A systematic core value-based work concept with different themes/materials has been developed. This will be implemented in all boarding houses during the next school year.</p> | <p>Boarding staff have supervision sessions with a school counsellor in groups twice per term. The aim is to raise and discuss issues of equal treatment and students' well-being.</p> |
| <p>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.</p> | |

Develop the staff's competence regarding equal treatment and core value-based issues

In order to reduce the students' experience of abuses by staff, work proactively with equal treatment issues and quickly detect abuse or unfair treatment, we as a school need to focus on competence development within this area.

How:

| Preventive efforts | Proactive efforts |
|---|--|
| <p>During staff meetings, the Equal Treatment Group will offer case studies for staff, related to equal treatment issues and core value-based issues.</p> | <p>The Equal Treatment Group recommends training in norm-critical approach and practical work for all staff.</p> |
| <p>Review of the equal treatment plan at the beginning of each academic year for staff.</p> | <p>Increase the visibility of the Equal Treatment Group through more presentations, posters, and talking to students when we meet them in other contexts. Implementation of a governing document for the equal treatment work.</p> |
| <p>Feedback on the well-being survey results in the middle of each academic year for staff.</p> | <p>Compulsory free online-lectures for all staff. The lectures are sent out by the Equal Treatment Group and must be done at the beginning of the school year.</p> |

| | |
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| | You can also find links to the lectures in the reference list at the back of the plan. The material 'When should I report' will be distributed to all staff. |
| | Increase the awareness concerning our obligation as a school to apply secrecy policies; what rules to apply, for whom and why. This documentation can be found on the school's common drive. |

Increase the school's knowledge of norm criticism focusing on ethnicity and gender

When it comes to 'unsafe places', the dining hall and the changing rooms have the highest percentage of students who feel unsafe. This is also evident in the comments that students have been asked to write in the survey and through conversations between students and the Student Health Team.

How:

| Preventive measures | Proactive measures |
|---|---|
| A recurring annual lecture on norms and gender. | Mentors focus on gender, ethnicity and language use in selecting mentoring lessons from the school's common drive on core values. |
| During staff meetings, the Equal Treatment Group will offer case studies for staff relating to norm criticism ethnicity and gender. | The Equal Treatment Group recommends training in norm-critical approach and practical work for all staff. |

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| A short guide for investigation interviews is drawn up with the aim of ensuring that every student has the right to an equal investigation concerning abuse. | The Equal Treatment Group has developed online lectures on norm criticism and gender equality in schools. They must be watched by all staff at the school and the links are shared by the Equal Treatment Group 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 tab on the Student Health intranet has been updated with a checklist for practical norm-critical work, accessible to all staff members. | |

Procedures for investigation, measures and documentation

Procedures for investigating and taking action when a student has been abused by other students

Step 1

- In the event of suspicion of abuse or when a student feels abused by another student, the mentor/house parent, teacher must inform the Equal Treatment Group and the Vice Principal/Principal,
- The mentor/ house parent must fill out a form serving as a basis for an equal treatment log to document all the steps in the possible investigation.
- The mentor/house parent is responsible for the first investigation of the incident by obtaining information from both parties and students who witnessed the incident. The Equal Treatment Group's short guide for investigation interviews should be used during these interviews. This can be found under the Equal Treatment Group tab on the Student Health intranet.
- The mentor/house parent is responsible for informing guardians about the incident and the eventuality that the student/s will be subject to an equal treatment case.
- The mentor/house parent is responsible for taking appropriate measures to prevent the harassments from being repeated. The mentor/house parent must inform the teacher work team, the Equal Treatment Group and the Principal. All forms of abuse must be continuously followed up by the mentor so that the school can ensure that they have ceased.
- All staff at SSHL have a duty to report to the social services when needed. The school has a duty to report crimes or suspicions that children are being harmed in other ways.
- The case is concluded in consultation between the mentor/house parent and the victim(s).
- If the abuse is of a serious nature or if it does not cease, the responsibility for the investigation will pass on to the Equal Treatment Group (step 2).

Step 2

- The Equal Treatment Group urgently collects the facts in the matter from the mentor/house parent. All information and all contacts and measures taken 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 denies their guardians access).
- The Equal Treatment Group reviews measures already taken and draws up an action plan to ensure that the harassments 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 must immediately be notified. The Principal is responsible for the report and the Head Protection Officer (*huvudskyddsombud*) administers the report.
- The case 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 abuse is of a very serious nature or if the violation does not cease, the responsibility for the investigation will pass on to the Leadership Team (step 3).

Step 3

- The Leadership Team urgently 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 denies their guardians access).
- The management team reviews measures already taken and draws up an action plan to ensure that the harassments 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 report and the Head Safety Representative (*huvudskyddsombud*) administers the report.
- The case 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 deemed necessary. (Chapter 5 of the School Act).

Harassment or abusive treatment at the boarding houses

- If harassment or abusive treatment occurs at the boarding houses, a student may be suspended from the boarding house during the investigation period.
- If the investigation shows that a student has harassed, abused or bullied another student, the student may be transferred to another boarding house, suspended or have their boarding contract terminated.
- Decisions about measures taken are made by the Head of Boarding, the Principal or the Board. The boarding school's regulations are determined by SSSL.

Procedures for investigation/action when a student is harassed or discriminated by staff

- If a student feels harassed or discriminated against by teachers/staff, the Principal must be contacted.
- The line manager investigates the matter by gathering facts about what happened, and taking relevant measures. The line manager must also contact HR.
- Follow-up talks take place with the student and the line manager. Any additional measures are decided and taken by the Principal/the line 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 ('When should I report' - documentation is available to all staff on the school's drive).
- The line manager ensures that the conflict gets a permanent solution.
- In cases where a student abuses 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 harassed or discriminated against by the Principal, SSSL'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 about the situation may be sufficient.
- If necessary, the Equal Treatment Group can assist in the conversations and student health offers the person who has been wronged adequate support
- Follow-up talks 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 procedure.
- If a student has been subjected to abuse or discrimination, the guardian of the minor student has to be promptly informed by the Board.
- A police report is always made when a crime is suspected.
- The Board is responsible for overseeing a permanent solution to the conflict.

Procedures for investigation/action when staff are harassed/discriminated against by students

- If staff members feel violated or discriminated against by a student, the Principal must be contacted.
- The line 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 completed.
- A police report is always made if a crime is suspected.
- The line manager oversees a permanent solution to the conflict.

Reporting of abusive treatment

If staff are informed 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 the Head of Boarding. All staff must document events and incidents that come to their attention. All reports must be submitted to the line 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 continuous work is documented. Preventive incident-based measures 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 vitally important that the school is informed of this. A report from staff at the school is then made, using the assigned 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 e-mailing: likabehandlingsgruppen@sshl.se

School Leaders (Administration)

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References

United Nations Convention on the Rights of the Child (1989)

Skollagen [School law] (2010-800)

Lgr 11

GY 11

Föreläsningar om normkritik och jämställdhet i skolan (Lectures on norm criticism and gender equality in school):

<https://urplay.se/program/208850-ur-samtiden-fokus-jamstalldhet-normkritik-i-undervisningen>

<https://urplay.se/program/208846-ur-samtiden-fokus-jamstalldhet-jamstalldhet-i-skollagen>