



SIGTUNASKOLAN
HUMANISTISKA LÄROVERKET

Equal Treatment Plan

- against discrimination and abusive
treatment at SSHL

Sigtunaskolan Humanistiska Läroverket

The plan applies for the period of 2024-08-26 – 2025-08-25

Contents:

Vision	2
Laws and governing documents	3
Definition of concepts	3
The equal treatment year	4
August: The mentors go through the new Equal Treatment Plan with all of their students.	4
Responsibility for the plan	4
The Mission of the Equal Treatment Group	4
Work with equal treatment and core values	5
Planning and themes	5
Student and staff participation	5
Anchoring the plan	6
Results of the school's well-being survey	7
Summary of the survey results for the academic year of 2023-2024	7
Equal treatment cases	9
Focus areas for the academic year of 2024-2025	1
Procedures for investigation, measures and documentation	13
Staff that students and parents can turn to	16
References	17

Vision

At Sigtunaskolan Humanistiska Läroverket, SSHL, we want all students to feel safe, be seen, heard and well treated. We also want to ensure that the school and boarding house environment is characterised by warmth, safety and respect for the individual. The entire SSHL campus must be free of 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 SSHL 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 governing documents

The equal treatment work must permeate all the school's activities, which is regulated through the school's governing documents; Curriculum and subject plans (Lgr 22 and GY11), the School Act (2010-800) chapter 6, the Discrimination Laws and in addition 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 SSHL 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 the students' learning about democracy and core values in order for them to develop into good citizens. An important part of the mission is to counteract abusive treatment. According to the Swedish Education 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 SSHL against all forms of discrimination, harassment, sexual harassment and abusive treatment. This is regulated in the Swedish 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. Physical violence like pushing somebody or verbal allusions and also psychological violence, ostracising or sexist allusions can also be regarded as examples of 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 any discriminatory treatment 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 concerning active measures in the Discrimination Act apply. Schools have been given a greater responsibility to work preventively and proactively to counteract 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 all of their students.

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

December/January: The well-being survey for the school is carried out.

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

February: The results of the well-being survey regarding the school are presented to teachers. The Equal Treatment Group compiles and analyses the equal treatment cases from the autumn term..

March: The well-being survey for the boarders regarding the boarding is carried out.

March: The results of the well-being survey for the school are presented to the students.

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

May/June: A new Equal Treatment Plan for next year is developed by the Equal Treatment Group.

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

Responsibility for the plan

The SSHL mandator (the Board) is responsible for the Equal Treatment Plan.

The Mission of the Equal Treatment Group

The mission of the Equal Treatment Troup is to, together with staff and students, work with preventive, 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 year's plan as well as for the analysis of the results which will constitute the basis for the annual revision of the plan. The Equal Treatment Group has scheduled weekly meetings to work with remedial, preventive, and proactive efforts. The coordinator, who is responsible for the Equal Treatment Group, regularly meets with the Principals and the Head of Boarding 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 made by the Equal Treatment Group and head teachers in core value issues.

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 SSHL takes place through:

- Well-being surveys for the school and the boarding
- A boarding school survey
- Combined assessment of student health interviews
- Combined assessment of reported cases of abuse
- Combined assessment of the discussions between mentors and mentees
- Observations of the 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 establish a plan for their future work with the school's core values.

Planning and themes

The plan for the equal treatment work consists of different themes which are developed for each academic year, based on the outcome of the analysis and mapping. The development of the Equal Treatment Plan is controlled by the Equal Treatment Group, but is carried out by all staff at SSHL.

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 this, 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, administered by the Equal Treatment Group.
- Based on the results of the surveys, group discussions, with randomly selected students, can be held 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 on 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 must continuously work with core value exercises 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 current school year's focus area and routines regarding equal treatment work are presented during a staff meeting for the entire staff.
- At the beginning of each academic year, a presentation of the members of the Equal Treatment Group is held for students and staff.

Evaluation of efforts during the academic year of 2023 - 24

Preventive and proactive efforts from the previous year:

- SSSL'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 common 'core-value-drive' containing continuous anonymous surveys in classes and at the boarding houses. This will constitute the basis for theme meetings, exercises in implementing our core values and changes and development of our work, taking place during a number of the students' mentor time.
 - At the boarding school there has been an implementation during the course of this academic year and it will be continuously evaluated. Concerning the school, a more systematic work with our core values will continue to develop during next academic year.

- Our two school counsellors, employed at 100% and 60 % respectively, have provided better opportunities for individual support for students as well as an increase in preventive and proactive efforts for the students' well-being.
- The counsellors have provided both material and proposals for a structure for the work with the school's core values for all boarding houses and the classes when required.
- The student associations at SSHL have as a rule organised approximately four activities each to strengthen the well-being and community spirit.
- SSHL offered a wide range of extra-curricular activities such as rowing, football, floorball and music. *Fritiden* was responsible for organising these activities.
- During the academic year of 23/24 the Equal Treatment Group has been working on the implementation of a new structure of the distribution of roles and tasks and changes of some routines in order to make the process from investigation to possible measures more efficient.
- The Equal Treatment Groups has been working at group level with a number of classes and boarding houses based on specific requirements
- The Equal Treatment Group has systematically been working with its focus on cultures of silence. The aim is to increase students' willingness and courage to talk to staff if they see or suspect that someone is being mistreated, or sense that a student might be exposed.
 - All boarding staff members have undergone training in conflict management in order to develop their individual skills in detecting, handling and solving conflicts.
 - The Equal Treatment Group has continuously been striving to become more visible at the boarding houses (some members are boarding house staff) and one of the school counsellors has their main focus on the boarding houses.
 - The resource material 'Class Temperature/Boarding House Temperature' is a survey, 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, more comment fields have been added to give the students an opportunity to develop their reflections and thereby contribute with more information about their situation, which helps the Equal Treatment Group in their work.

Results of the school's well-being survey

The annual well-being survey at SSHL was this year distributed to students during December/January. It is open for around three weeks. In the academic year of 2023-2024, the response rate for the survey was 54%. That is a decrease compared to last academic year's survey with a response rate of 71 %. In addition, the number of middle school students has - in line with the SSHL strategy - decreased with three year groups, with a maximum of 28 students per class, which speaks for a general decrease in the number of respondees. The decrease is however, significantly higher compared to last year. The results have been compiled and analysed by the Equal Treatment Group.

Summary of the survey results for the academic year of 2023-2024

This year's survey results are consistent with the pattern we have seen in previous years. We see good results indicating that we overall have a safe and peaceful school environment with few reports of abuse and a low level of students feeling unsafe. The fear of being abused is constant compared to the statistics of last year. The feeling of unsafety has increased marginally compared to last year's survey. The feeling of loneliness has increased compared to last year, where the answer options 'often' and 'always' have increased.

On a positive note, more students declare that they have turned to an SSHL staff member when they have felt abused or badly treated, compared to last year's survey. Compared to last year's survey, an increasing number of students also experience that the staff takes action when somebody is badly treated.

The general atmosphere at the school is also perceived as somewhat better compared to last year's survey.

Gender comparison

- In the last survey there is a significant increase in the number of girls that say that they 'seldom' or 'often' feel unsafe at school. At the same time there is a more equal distribution of the answer option 'never'. The major reason that students feel unsafe is the fear of not fitting in.
- More girls than boys say that they often feel lonely at school (however more evenly distributed than when it comes to feeling unsafe where there is a significantly higher representation of girls). The reasons are 'a feeling of alienation in the class', 'few friends at the school', 'disorder in the class'.
- A relatively even distribution between boys and girls when it comes to students turning to staff if somebody is badly treated. The number of boys is slightly higher (these figures were reversed in last year's survey results).
- The percentage of girls who feel that they have been harassed is slightly bigger compared to the boys.
- A slightly bigger percentage of girls, compared to boys, say that they have been harassed by another student during the past academic year. A big percentage of non-binary students have been harassed during the past academic year. However, this represents a decrease in the number of cases of harassment compared to last year's survey results.
- There is no gender difference concerning feeling safe on the Internet. Most students (both boys and girls) claim feeling safe on the Internet. An interesting fact is that twice as many girls (a low but increasing number compared to last year) claim having been exposed to nasty text messages and generally feel as outsiders on the internet whilst many boys claim that somebody has used their identity or alternatively has uploaded a picture/ reel against their will.
- As for the students feeling that they have an adult at the school to turn to for help if they were badly treated, the answers are evenly distributed between the genders.

- A slightly bigger number of boys, compared to girls, experience the atmosphere at the school as 'very good' or 'fairly good'.
- Concerning the classroom atmosphere there are no significant differences based on gender. Generally, the majority of the students describe the atmosphere in their classes as 'neither/nor', 'good' or 'very good'. There are, however, some differences as the majority of the boys think that the atmosphere is 'very good' whilst more girls choose the answer option 'neither/nor'.
- Concerning places around the campus considered unsafe, more girls than boys feel unsafe when they are in the locker rooms and in the corridors.
Generally, the girls have a stronger feeling of unsafety, primarily in the dining hall and in the changing rooms, places where many students can drop insulting remarks and cast disdainful glances. More than twice as many girls feel unsafe in the dining hall compared to the boys. Very few students feel unsafe in the common rooms, which is a decrease compared to last year's survey.
- Compared to last year, there is a slight decrease in the number of students who have experienced harassment during a longer period of time. There is an equal gender distribution in the answers.

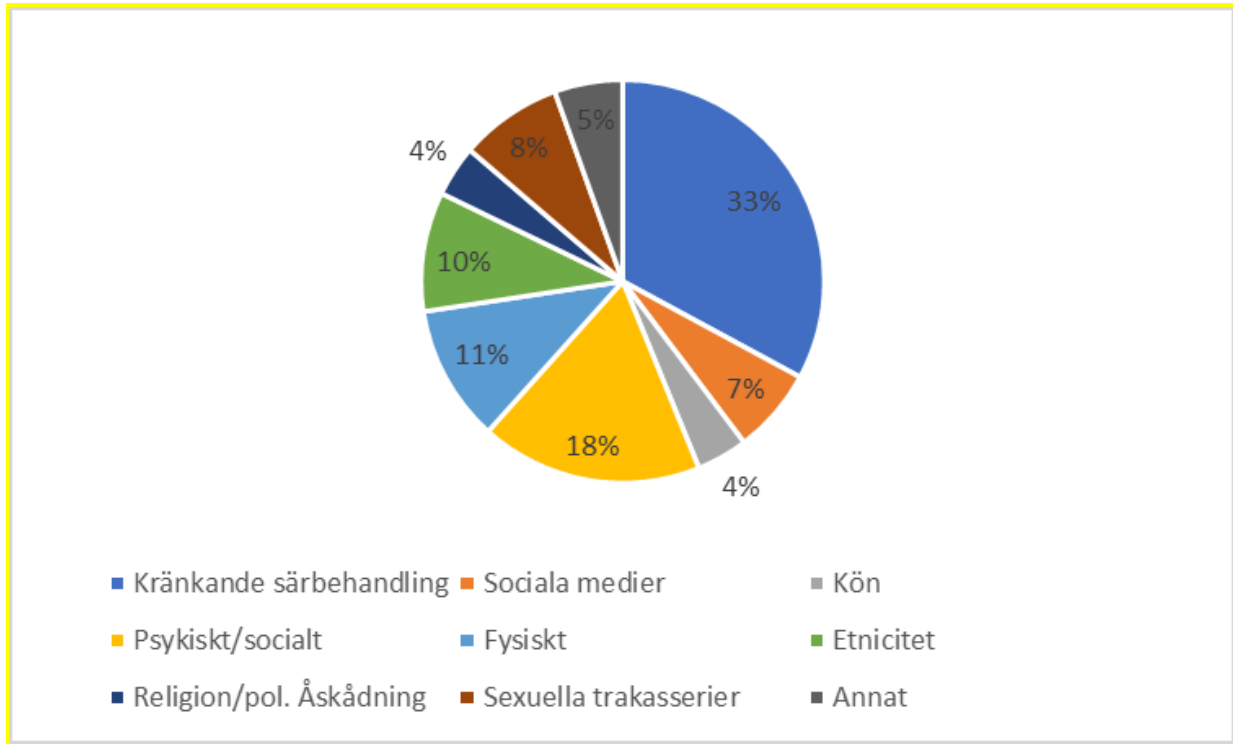
Comments from the students in the school's well-being survey:

- Many students say that the abuses are often subtle and happen frequently. They are often in the form of glances or remarks about gender, ethnicity, clothes, looks etc. This in turn creates pressure about how you should 'be' in order to fit in.
- Several online class chats, gossip accounts and anonymous abuses on the Internet, are still mentioned by several students, something which is reflected in the cases that have been reported to the Equal Treatment Group during this academic year.

Equal treatment cases

A decrease in the number of reported equal treatment cases can be seen compared to the previous year (24%). The main reasons behind this decrease is the fact that there are no longer any 7th and 8th graders in the middle school. They have previously constituted a big number of the cases investigated by the Equal Treatment Group.

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 49 (64 last year).



(Physical, 11%, Ethnicity 10%, Religion/Religious belief 4%, 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 above.

36 of these individual cases have occurred in high school/MYP5-DP and the rest in middle school/MYP 4. In all of these a significantly larger number of boys have been the victims, i.e. in 31 cases. That shows a difference compared to last year when the cases were more evenly distributed between the genders.

External lecturers will, together with staff and students at the school/boarding work with different 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. The school needs to continuously 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. They strive, to the largest possible extent, to make themselves and their equal treatment work visible at parents' meetings during the school year.

<p>During staff meetings, the Equal Treatment Group will offer case studies for staff relating to equal treatment issues and core value-based issues. The objective is to enable early detection and quick support for students in need of support.</p>	<p>Review of the Equal Treatment Plan at the beginning of each academic year for the students.</p>
<p>Boarding house staff get continuous guidance via the school counsellor in their proactive work where they should prevent and detect suspected abusive treatment.</p>	<p>The Equal Treatment Group provides all the mentors with material on various forms of abuse. This should be used during mentor lessons at the beginning of the school year.</p>
<p>The students' well-being at SSSL is closely related to the spirit of community. The school's student associations organise about 4 activities each year to enhance the spirit of community at SSSL. The school's leadership team and staff 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 experience this as a way of enhancing the community spirit in their year groups.</p>	<p>Feedback on the well-being survey results is given to the students.</p>
<p>A resource material, 'Class temperature' is available for all mentors. This material can be used as a tool to get an idea of the atmosphere in the class and open up the dialogue around equal treatment issues.</p>	<p>The school's extra-curricular activities team (<i>Fritiden</i>) organises tournaments and activities to promote the well-being and 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 is being developed. This has been implemented in all boarding houses during the academic year of 23/24. It will be followed up and may be revised before next academic year.</p>	<p>Boarding staff have supervision group sessions with a school counsellor twice per term. The aim is to raise and discuss issues of equal treatment and students' well-being.</p>

External lecturers visit the school/boarding houses to meet both students/staff in order to highlight and work with different themes linked to the core values.	
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Focus on inclusion and togetherness for all students

In order to minimise the number of students feeling lonely, the school must actively work with inclusion and togetherness in the various school environments, focusing on a thorough introduction for all student groups at the beginning of the academic year.

How:

Preventive measures	Proactive measures
Review of the current year's well-being survey, both for the school and the boarding for all staff.	In connection with the study days for teachers there will be group discussion on issues concerning this year's results and how the school can work proactively.
Development of an introduction plan which will take place during the first weeks for all new classes and for each boarding house.	Follow up on the introduction plan to learn and, if needed, revise it to achieve an improved result in future well-being surveys.
Analysis and feedback on the results of the well-being survey in the middle of each academic year for the staff.	Continuous class activities which will enhance a stronger sense of unity and community; during mentor times at the school and at the boarding houses when the students spend time together.

Work with safety and class atmosphere

When it comes to 'unsafe places', the dining hall and the changing rooms have the highest percentage of students feeling unsafe. This is also evident in the comments that students have been asked to write in the survey and through discussion 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 when selecting mentor lessons from the school's common drive concerning core values.

<p>During staff meetings, the Equal Treatment Group will offer case studies for staff relating to norm criticism, ethnicity and gender.</p>	<p>The Equal Treatment Group recommends training in norm-critical approach and practical work for all staff.</p>
<p>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.</p>	<p>The Equal Treatment Group has developed online lectures on norm criticism and gender equality in schools. They must be attended by all staff at the school and the links are shared by the Equal Treatment Group at the beginning of the academic year. You can also find links to the lectures in the reference list at the back of this plan.</p>
<p>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.</p>	

Focus areas for the academic year of 2024-2025

- A zero tolerance vision for abuses, harassment, and violence.
- Focus on inclusion and togetherness - an increasing number of students feeling lonely, according to the well-being survey for 23/24.
- Work with safety and classroom atmosphere - in the well-being survey for 23/24 there is an increasing number of students experiencing unsafety and disorder.

Focus on preventing abuse on the Internet.. The verbal, psychological and social abuse and exposure that students experience, primarily take place on the Internet via social networks like Snapchat in the form of various class and friends' group chats. This year's well-being survey shows that this kind of abuse is an increasing problem, creating more and more equal treatment cases.

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 or other staff must inform the Equal Treatment Group. All SSSL staff members have an obligation to do so, in line with the Swedish Education Act.
- Staff members/ mentor/ house parent must fill out a form serving as a basis for an incident report to the Equal Treatment Group.

- The mentor/house parent is initially responsible for the investigation of the incident by collecting information from all parties and students who witnessed the incident. The Equal Treatment Group's short guide for investigation interviews should be used during these interviews. It can be found under the Equal Treatment Group tab on the Student Health intranet.
- The mentor/house parent is initially responsible for informing guardians about the incident and the eventuality that the student/s will be subject to an equal treatment report.
- The mentor/house parent is responsible for taking appropriate measures to prevent the abuse 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 continuously be followed up by the mentor so that the school can ensure that they have ceased.
- All staff at SSSL have an obligation to report to the social services when needed. The school has an obligation 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 considered to be of a more 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 case from the mentor/house parent/staff and other parties that might be involved. All information and all contacts and measures taken are documented in a work log.
- Discussions with the students involved and their guardians are held (if the student is not over 18, is a day student and denies their guardians access).
- The Equal Treatment Group reviews measures already taken and draws up an action plan to ensure that the abuse is 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 in charge of the report and the Head Safety Representative (*huvudskyddsombud*) will administer 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 abuse does not cease, the responsibility for the investigation will pass on to the School Management 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 must be documented in a work log.

- Discussions with students and guardians involved are held (if the student is not over 18, or a day student over 18 who denies their guardians access).
- The school's leadership team reviews measures already taken and draws up an action plan to ensure that the abuse is not repeated.
- If a crime is suspected, a police report must be made. In the event of severe personal injuries and incidents that have entailed serious danger to life and health, the Work Environment Agency is immediately notified. The Principal is in charge of the report and the Head Safety Representative (*huvudskyddsombud*) will administer the report.
- The case is followed up and evaluated. The Principal is in charge in collaboration with responsible representatives from 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 do not cease or are considered serious, measures such as a written warning, expulsion or suspension from school could be deemed necessary. (Chapter 5 in the Swedish Education Act).

Harassment or abusive treatment at the boarding houses

- If harassment or abusive treatment occur 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 regarding measures taken are made by the Head of Boarding, the Principal or the Board. The boarding school's regulations are determined by SSHL.

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

- If a student feels abused or discriminated against by teachers/staff, the line manager and HR Manager must be contacted.
- The line manager and the HR Manager investigate the matter by collecting facts about the incident and taking relevant measures. The line manager cannot begin the investigation without having consulted the HR Manager.
- Follow-up discussions with the student, the line manager and the HR Manager. Any additional measures are decided and taken by the Principal/the line manager and the HR Manager..
- 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 monitors that the conflict is permanently solved.
- In cases where a student abuses or harasses a teacher, this is a work environment issue and is dealt with according to current regulations by the line manager and the HR Manager.

Procedures for investigation/action when a student is abused/discriminated against by the Principal

- If a student feels harassed or discriminated against by the Principal, SSSL's Board and HR Manager must be contacted.
- The Board investigates the case by gathering facts about the incident. Any documented information that is of relevance to the Student Health Team's work is shared with them.
- The Board summons 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 less serious cases, a discussion might suffice.
- If necessary, the Equal Treatment Group can assist in these discussions and the Student Health Team can offer the person who has been wronged adequate support.
- Follow-up discussions are urgently initiated by the Board. Any additional measures are decided and taken by the Board.
- 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 monitoring a permanent solution of the conflict.

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

- If staff members feel harassed or discriminated against by a student, a report should be submitted separately to the line manager and the HR Manager.
- The line manager and the HR Manager investigate the matter by collecting facts about what happened and taking relevant action.
- The student's guardians are informed if the student is a minor.
- 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 monitors a permanent solution to the conflict.

Reporting 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 or, alternatively, to 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 a student feels abused, harassed or discriminated against- or finds out that another student is being treated that way - 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 make a report by contacting someone in the Equal Treatment Group or e-mailing: likabehandlingsgruppen@sshl.se

List of contacts

School Leaders (Administration)

Sofia Kinberg (School Director) sofia.kinberg@sshl.se

Anna Kalles (Principal Swedish High School) anna.kalles@sshl.se (until mid-September)

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Boarding

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School

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The following staff members are consulted when necessary:

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HR

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References

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

Skollagen [School law] (2010-800)

Lgr 11

GY 11

Lectures on norm criticism and 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>
<https://urplay.se/program/208846-ur-samtiden-fokus-jamstalldhet-jamstallhet-i-skollagen>