



SIGTUNASKOLAN  
HUMANISTISKA LÄROVERKET

# Equal Treatment Plan

- against discrimination and abusive  
treatment at SSHL

Sigtunaskolan Humanistiska Läroverket

The plan applies to the period of 2025-08-18 – 2026-06-12

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## 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. SSHL must be entirely 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, at a personal as well as academic level. 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 people.

## Laws and governing documents

The equal treatment work must permeate all the school's activities, which is regulated by the school's governing documents; Curriculum and subject plans (Gy25), 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. One part of this mission is to counteract abusive treatment. The Swedish Education Act, chapter 1, 5 § stipulates that '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 zero tolerance at SSHL for all forms of discrimination, harassment, sexual harassment and abusive treatment. This is regulated by 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 in addition 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 when it comes to working preventively and proactively to counteract discrimination, harassment and sexual harassment. The active work must be carried out in four stages: investigation, analysis of causes, actions, 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.

**November/December:** The well-being survey for the school is carried out

**January:** 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 the teachers. The Equal Treatment Group compiles and analyses the equal treatment cases from the autumn term.

**February:** 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.

**March:** The results of the boarding school survey are compiled and analysed by the Equal Treatment Group. The result of the boarding school well-being survey is 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 Group 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 of the annual well-being survey 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 measures. 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 developed 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 school
- A boarding school survey
- Combined assessment of student health interviews
- Combined assessment of reported cases of abuse
- Combined assessment of the development talks between mentors and mentees
- Observations of the school and boarding school various 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 guided by the Equal Treatment Group, but is carried out by all SSHL staff.

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 at 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 school through the well-being surveys, administered by the Equal Treatment Group.
- Based on the results of the surveys group discussions, with randomly selected students about the reasons behind the results and suggestions on changes for improvement, can take place.
- Future preventive and proactive measures 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.
- The analysis of the well-being survey and the boarding school survey should be made in collaboration with the student council, the house ambassadors and the student association Hjärter Ess.

## 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 procedures 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 from the academic year of 2023 - 24

Preventive and proactive efforts from the previous year:

- SSSL's work with our core values is developing.
  - At the boarding school an implementation took place during the course of last academic year and it will be continuously evaluated. As for the school, a more systematic way of working with our core values has been developed, which will be implemented 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 classes when needed.

- The student associations at SSHL have organised activities to strengthen well-being and togetherness.
- SSHL offered a wide range of extra-curricular activities such as rowing, football, floorball and music. *Fritiden* was responsible for organising these activities.
- SSHL has opened up a Leisure Centre which is open to all students during school days and also in the evenings. *Fritiden* has been responsible for the centre.
- During the academic year of 24/25 the Equal Treatment Group has developed a new working method working with the help ProRenata, a documentation platform. The purpose of this is to facilitate reports submitted to The Equal Treatment Group and also the documentation of cases.
- The Equal Treatment Group has been working at a group level with a number of classes and boarding houses, based on specific needs.
- The Equal Treatment Group has been working in a focused and systematic way against a culture of silence. The aim is to enhance the students' readiness to want to dare talk to staff if they see or suspect that someone is being badly treated, or sense that a student might be exposed.
  - 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' readiness to talk about the atmosphere and about abusive treatment that may occur in a class. 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 as much as possible and thereby contribute with more information about their situation, which is helpful for the work of the Equal Treatment Group.

The annual well-being survey at SSHL was this year distributed to students during November/December. It was carried out on the same day for all students during mentor time, but was open for around four weeks for students who were absent during that day. For the academic year of 2024-2025, the response rate for the survey was 75%, an increase compared to last academic year's survey with a response rate of 54%. The results have been compiled and analysed by the Equal Treatment Group.

## **Summary of the survey results for the academic year of 2024-2025**

We are seeing good results indicating that we have an overall safe and peaceful school environment with few reports of abuse and a low level of students feeling unsafe. The fear of being abused has increased compared to last year's survey. The feeling of unsafety remains constant compared to last year's survey. The feeling of loneliness also remains constant compared to last year.

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. An increasing number of students, compared to last year's survey, also experience that the staff take action when somebody is badly treated.

The general atmosphere among our students at the school is perceived as unchanged, compared to last year's survey.

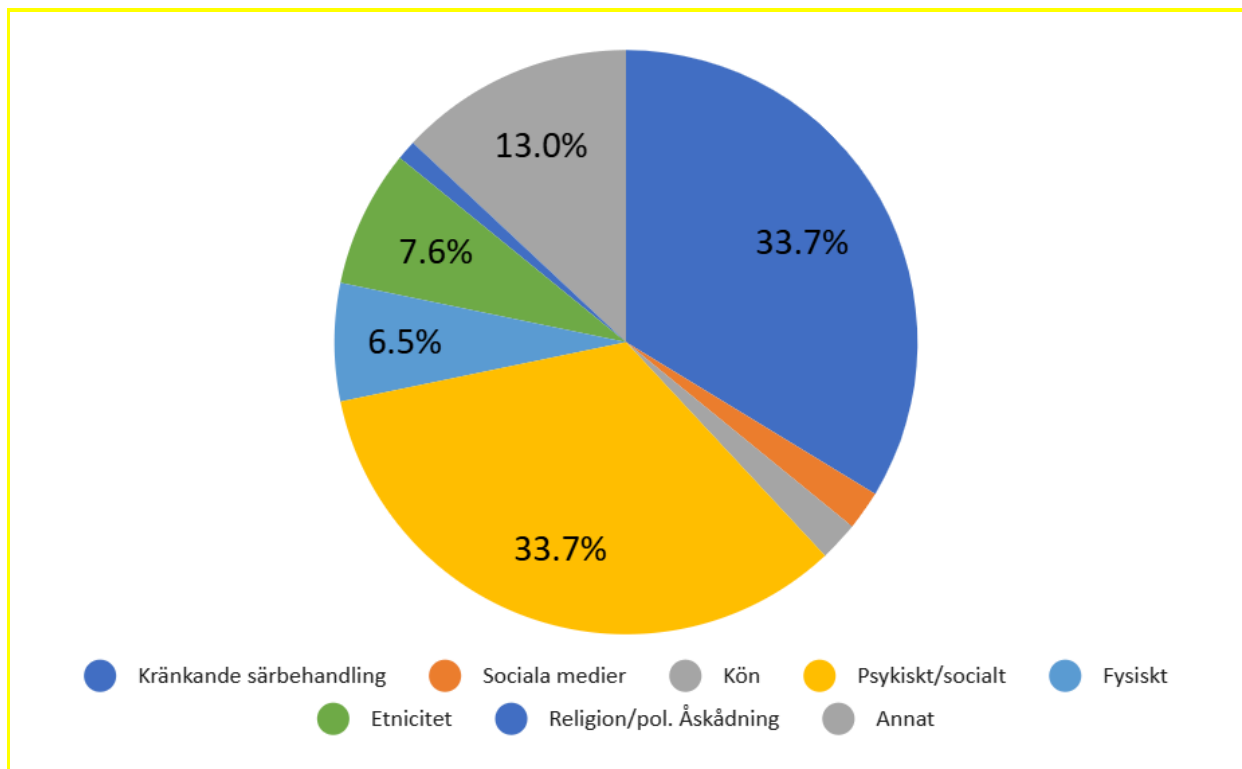
## **Comparison between results from this year and 23/24, gender and year**

- Worry of being badly treated or abused has increased marginally, by 1,5% compared to last year. Girls are more worried about being badly treated or abused than boys. This worry is also bigger in MYP4 compared to the high school, MYP5 and DP/CP.
- The feeling of unsafety at school remains unchanged. 96,3% never or rarely feel unsafe at school. There is no significant difference between genders.
- The feeling of loneliness is unchanged compared to last year 93.3% never or rarely feel lonely at school. Perceived loneliness is higher among girls.
- There is an increase in students who report to staff if they or a fellow student are badly treated. 65,7% usually or always report, girls to a larger extent.
- There is an increase in students who believe that staff act when someone is badly treated. 76,4% think that staff often or always act. More so among boys and MYP4, with a gradual decrease in grades 2 and 3.
- There is an increase in the number of students who feel that they can talk to staff if they are badly treated, 74%. Students mainly turn to their mentors and girls and MYP4 students do so to a larger extent.
- Students experience a better atmosphere in their classes compared to last year. 75,3% of students' responses are 'fairly good' or 'very good' atmosphere. Boys are more likely to answer 'good atmosphere' than girls.
- The overall atmosphere at the school is unchanged compared to last year's survey result, with no significant difference between genders. MYP4 students have a more favourable view than the high school students, MYP5 and DP/CP.

## Equal treatment cases

A decrease in the number of reported equal treatment cases can be seen compared to the previous year (37%). A reasonable assumption could be the fact that there are fewer middle school students, who 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 31 (49 last year).



(Discriminatory harassment, Social media, Gender, Psychological/Social, Physical, Ethnicity, Religion/Political views, Other 5%)

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

27 of these individual cases have occurred in high school/MYP5-DP/CP and the rest in MYP 4. In all of these a significantly larger number of boys have been the victimized students, i.e. in 21 cases. There is no major difference compared to last year when most of the cases occurred among the boys.

## Focus areas for the academic year of 2025-26

- **A zero vision for abuse, harassment and violence**
- **Focus on inclusion and togetherness**
- **Working with safety and atmosphere in each class**
- **Working preventively and proactively to a larger extent**
- **Involving the students in the equal treatment work**

### A zero vision for abuse, harassment and violence

*The school continuously needs 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:*

<b>Preventive measures</b>	<b>Proactive measures</b>
Review and rephrase the wellbeing survey in consultation with the Students Council, the house ambassadors and Hjärter Ess in order to enhance the students' influence.	The Equal Treatment Group is presented to all classes at the beginning of the term. They strive, to the largest possible extent, to make the group and their equal treatment work visible at parents' meetings during the school year.
During staff meetings, the Equal Treatment Group will present 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.	Review of the Equal Treatment Plan at the beginning of each academic year for the students.
The school counsellor will give the boarding house staff continuous guidance in their preventive and proactive work against abusive treatment and help them detect it.	The Equal Treatment Group provides all the mentors with material on various forms of abuse. This could be used during mentor lessons at the beginning of the school year.
The school's student associations organise a number of activities each year to enhance togetherness at SSSL. The school's management team and staff contact persons are responsible for supervising their work.	Feedback on the well-being survey results is given to the students.

<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 various equal treatment issues.</p>	<p>The school's extra-curricular activities team (<i>Fritiden</i>) organises tournaments and activities to promote well-being and togetherness 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 carried out at all boarding houses during the year.</p>	<p>Twice a term, boarding staff meet in groups to, under the guidance of the school counsellor, raise and discuss equal treatment issues and students' well-being.</p>
<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.</p>	

### **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:*

<b>Preventive measures</b>	<b>Proactive measures</b>
<p>Review and rephrase the well-being survey in consultation with the Students Council, the house ambassadors and Hjärter Ess in order to enhance the students' influence.</p>	<p>Review of this year's well-being survey, for the school, the boarding school and staff.</p>
<p>A programme for the mentor times in year 1 has been developed and will be implemented during the school year.</p>	<p>Follow-up on the mentor programme to learn and, if needed, revise it to achieve an improved result in the next well-being survey.</p>
<p>Analysis and feedback on the results of the well-being survey in the middle of each academic year for the staff.</p>	<p>In connection with the study days for teachers there will be group discussions on issues concerning this year's results and how the school can work proactively.</p>
	<p>Continuous class activities which will enhance a stronger sense of unity and togetherness; during mentor times at the school and at the boarding houses when the students spend time together.</p>

## Work with safety and atmosphere in each class

*In order to enhance safety and a good atmosphere in each class the school should work actively with preventive and proactive measures.*

*How:*

<b>Preventive measures</b>	<b>Proactive measures</b>
During staff meetings, the Equal Treatment Group will offer case studies to staff relating to norm criticism, ethnicity and gender.	The Equal Treatment Group has developed on-line 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 academic year. You can also find links to the lectures in the reference list at the back of this plan.
A short guide for investigation interviews is produced- with the aim of ensuring that every student has the right to an equal investigation concerning abuse.	
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 or other staff must inform the Equal Treatment Group. All SSSL staff members have an obligation to do so, under 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 necessary. The school has an obligation to report crimes or suspicions that a child is being harmed in other ways.
- The matter is concluded in consultation between the mentor/house parent and the victimized student/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 must be documented in a work log.
- Dialogue with the students involved and their guardians (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.
- In case of a suspected crime, 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 Safety Representative (*huvudskyddsombud*) will administer the report.
- The case is followed up and evaluated. The Principal is in charge in collaboration with the Equal Treatment Group members who are responsible for the particular case.
- The case is concluded in consultation between the Equal Treatment Group and the victimized individual/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 School Management Team urgently collects the facts in the case from the Equal Treatment Group. All information and all contacts and actions must be documented in a work log.
- Dialogue with students and guardians involved (if the student is not over 18, or a day student over 18 who denies their guardians access).
- The School's Management 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 must promptly 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 Principal is in charge in collaboration with the Equal Treatment Group representatives responsible for the case.
- The case is concluded in consultation between the Equal Treatment Group and the victimized individual/s.
- If the harassment or abusive treatment do not cease or are considered serious, measures such as a written warning or suspension from the school may be relevant.(Chapter 5 in the Swedish EducationAct).

### **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, the CEO 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 action. The line manager cannot begin the investigation without having consulted HR.
- Follow-up discussions with the student, the line manager and HR. 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 ensures that the conflict is permanently resolved.
- In case a student abuses or harasses a teacher, this is a work environment issue and is dealt with according to applicable regulations by the line manager and HR.

## **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 must be contacted.
- The Board investigates the case by gathering facts about the incident. Any documented information of relevance to the Student Health Team's work must be shared with them.
- The Board requests a meeting with the Principal and, depending on the seriousness of the incident, the necessary measures are taken in accordance with the applicable agreement. In less serious cases, a dialogue might suffice.
- If needed, the Equal Treatment Group can assist in these dialogues and the Student Health Team can offer the victimized student adequate support, according to the situation.
- Follow-up discussions are promptly 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 a minor student must promptly be informed by the Board.
- A police report is always made when a crime is suspected.
- The Board is responsible for ensuring that the conflict is permanently resolved..

## **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 HR.
- The line manager and HR investigate the matter by collecting facts about the incident and taking relevant action.
- The student's guardians are informed if the student is a minor (under 18).
- Disciplinary measures are taken in proportion to the incident when the investigation has been completed.
- A police report is always made if a crime is suspected.
- The line manager ensures that the conflict is permanently resolved.

## **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, directly 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 who students and guardians 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 this comes to the school's attention. A report from staff at the school is made by using the relevant 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](mailto:likabehandlingsgruppen@sshl.se)

### List of contacts

#### School Leaders (Administration)

Sofia Kinberg (School Director) [sofia.kinberg@sshl.se](mailto:sofia.kinberg@sshl.se)  
 Kerry Browning (Principal ) [kerry.browning@sshl.se](mailto:kerry.browning@sshl.se)  
 Alexandra Koumi (Vice Principal) [alexandra.koumi@sshl.se](mailto:alexandra.koumi@sshl.se)

#### Boarding

Mazdak Sarvari (Head of Boarding) [mazdak.sarvari@sshl.se](mailto:mazdak.sarvari@sshl.se)

#### School

Anna Johansson (IB MYP Coordinator) [anna.johansson@sshl.se](mailto:anna.johansson@sshl.se)  
 Carmen Mejia Galehdari ( School Counsellor) [carmen.galehdari@sshl.se](mailto:carmen.galehdari@sshl.se)

#### The following staff members are consulted when necessary:

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#### Head Safety Representative

Ulf Andersson [ulf.andersson@sshl.se](mailto:ulf.andersson@sshl.se)

#### HR

Pernilla Kleiner [pernilla.kleiner@sshl.se](mailto:pernilla.kleiner@sshl.se)

## 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>