



SIGTUNASKOLAN  
HUMANISTISKA LÄROVERKET

# **Fair and Equal Treatment Plan**

## SSHL's action plan against discrimination and offensive treatment

MIDDLE SCHOOL and HIGH SCHOOL

For the period  
2021-08-26 – 2022-08-26

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## Vision

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

Everyone has equal value and a commitment to diversity should permeate the entire organization. The school and the boarding homes should offer a safe and inspiring environment where each individual develops to their full potential, both personally and academically.

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

## Laws and guiding documentation

Fair and equal treatment practices should permeate all the school's activities. This is regulated by the school's guiding documentation; the curricula and syllabi (Lgr 11 and GY11), the Education Act (2010-800), Chapter 6 of the Discrimination Act and the UN conventions on the Rights of the Child (1989).

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

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

There is 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”. Offensive treatment is conduct that violates a child's or student's dignity.

## Definition of terms

Offensive treatment does not have to be linked to any of the grounds of discrimination. Pushing and freezing out another person can also be abusive treatment. Harassment is when someone is violated on the basis of one of the grounds of discrimination.

The seven grounds for discrimination are: gender, transgender identity or expression, sexual orientation, ethnicity, religion or other belief, disability and age discrimination. Sexual harassment is violations of a sexual nature that violate someone's dignity. Discrimination is governed by the Discrimination Act. In order for a discrimination to be considered as discrimination, it must be based on one of the grounds for discrimination. The Discrimination Act contains provisions that have the purpose of counteracting discrimination, harassment, sexual harassment and in other ways promote equal rights and opportunities in the field of education.

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

## The Equal Treatment Year

**August:** The new Equal Treatment Plan is reviewed with the students during the Mentor Day.

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

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

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

**January:** Well-being survey for the boarding school is answered. The Equal Treatment Group compiles and analyzes the fall term's equal treatment cases.

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

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

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

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

**June-August:** Equal treatment plan approved by the Board.

## Responsibility for the plan

The Board is ultimately responsible for the plan.

## The mission of the Equal Treatment Group

The mission of the Equal Treatment Group is to work together with staff and students with preventive, development and emergency measures linked to the Equal Treatment Plan and equal treatment matters. The Equal Treatment Group is also responsible for evaluating previous years' plans and for mapping and analyzing the results prior to the annual revision of the plan. The Equal Treatment Group meets at least once a week to work with remedial, preventive and development measures. Thereafter, the coordinator and the responsible party for the Equal Treatment Group have monthly meetings together with the Principal and Head of Security to review measures regarding individual cases.

## Equal treatment and core values work

The development of equal treatment work consists of a continuous work on core values that is carried out by all staff during and outside of lesson time. The value-based work has been produced through mapping, analysis, and an implementation plan made by the Equal Treatment Group and lead teachers in value-based issues.

## Mapping

The following areas are surveyed in the mapping process:

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

The following elements are included in the mapping process:

- The Equal Treatment Group examines the previous year's preventive and development measures.
  - Results from the well-being surveys at school and boarding school
  - Response from students, their reflection on the Equal Treatment Plan.
  - Group discussions with students in focus groups based on results from well-being surveys (this work was discontinued during this year's survey due to distance education according to the government's recommendations).
  - Year 1 interviews at the boarding school.
  - Collected equal treatment cases at individual and group level.

Mapping at SSSL takes place through:

- Well-being survey
- Boarding home survey
- Overall assessment of student health interviews
- Overall assessment of received offensive treatment cases
- Overall assessment of mentor interviews
- Observations of different school and boarding school environments

With the help of information taken from the survey, the Equal Treatment Group makes an analysis of the reasons why it looks the way it does, and then sets up a plan for future value-based work.

## Planning and themes

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

Implementation of the Equal Treatment Plan is governed by the equal treatment group but is done by all staff at SSSL.

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

## Student and staff participation

- All students go over the Equal Treatment Plan at the beginning of the academic year. In conjunction with this, mentors compile students' feedback that is shared with the school counselor.
- When the survey results are compiled and analyzed, group discussions are held with randomly selected students regarding causes of discrimination and changes that could be made.
- Future preventive and development measures are discussed with representatives from the school's student associations.
- Staff members participate by providing feedback and suggestions on measures that can be taken before the plan is finalized.

## Anchoring the plan

- The current Equal Treatment Plan must always be available for staff, students, parents, and guardians to take part in.
- Mentors go through the Equal Treatment Plan with their mentor students every year.
- At the start of school, at a staff meeting, the year's focus area and routines around equal treatment work for all staff are presented.

## Evaluation of this year's efforts

Prevention and development measures from the previous year:

- During the introductory days, the school counsellor and responsible party for the Equal Treatment Group went through the equal treatment work and did workshops with all new students.
- The school counsellor has provided materials and suggestions for a structure for core values work in Herrgården and classes where there has been a need.
- The student associations at SSSL have usually had around four activities each to strengthen well-being and community. The management team reviewed these activities. This has been discontinued due to Covid-19.
- SSSL had a rich range of extracurricular activities in the form of rowing, football, floorball, drama, music and more. Responsible for carrying out these activities was Fritiden. This has happened on a smaller scale this year due to Covid-19.
- During the year, SSSL organized a tournament of different elements between students and staff. Responsible for planning and carrying this out was Fritiden. This has happened on a smaller scale this year due to Covid-19.
- The Equal Treatment Group has carried out safety walks.
- The Equal Treatment Group has worked at group level with several classes and boarding homes based on their specific needs.
- The Equal Treatment Group has produced posters that are now displayed in various places in the school.
- Lectures linked to grounds for discrimination and norms were conducted digitally during the spring.
- The Equal Treatment Group recommends training in norm-critical approach and practical work for all staff. This year, this has not been possible due to the current restrictions. This is included as a goal for the next academic year.
- Members of the Equal Treatment Group must be visible in Instan. This has been discontinued due to Covid-19, so the goal remains until the next academic year.
- Year 1 interviews at the boarding homes. This has been discontinued due to Covid-19, so the goal remains until the next academic year.

## Results from the wellbeing survey

The annual wellbeing survey at SSSL is sent out to students and staff in November each year. It is open for about two weeks. In the academic year 2020-2021, the response rate was 72% for the survey, which is a decrease of 1% from the academic year before. Due to the ongoing pandemic situation, more students have been at home on sick leave than before, which may be an explanation for the reduced response rate. The results have been compiled and analyzed by the Equal Treatment Group.

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

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

- When asked if the student is worried about being treated badly at school and if they feel insecure at school, it looks about the same as last year's survey.
- The number of students who answer that the atmosphere in the class and the school is good has increased compared to the previous year.
- Twice as many students state that they have been bullied in the past year compared to last year's survey. Of the 19 students who answered yes, 13 of these are high school students. This is something that is not reflected in our received reports of violations to the Equal Treatment Group.
- Of the students who state that they have been exposed to offensive treatment by another student in the previous year, the following reasons for this have increased: gender, religion / other beliefs, sexual orientation and disability. Physical violence, psychological / social and verbal reasons are perceived to have decreased.
- Students who state that they have been exposed to offensive treatment/ ill-treatment by staff have decreased compared with the previous year's survey.
- More girls state that they feel insecure and alone at school. More girls also state that they have been subjected to abuse. None of those who define themselves as non-binary state that they have been subjected to abuse by students in the past year.
- More high school students than middle school students are worried about being treated badly and feel lonely at school.
  - In middle school, more activities are carried out to bring the mentor group together. In middle school, there are also more frameworks such as fixed seating arrangements and teacher-led group divisions, which is something that can affect the relationships between students.
- Several high school students state that they do not know who they can turn to if they are exposed on the internet.
- When asked if the student has been exposed to offensive treatment by staff, 36 high school students and 10 primary school students answer that they have been exposed / ill-treated in the past year.
- According to the survey results, the number of students who have been subjected to sexual harassment by another student at the school is 18 high school students and 11 middle school students. On the other hand, we can see that the number has repeatedly decreased compared with the previous year's survey.

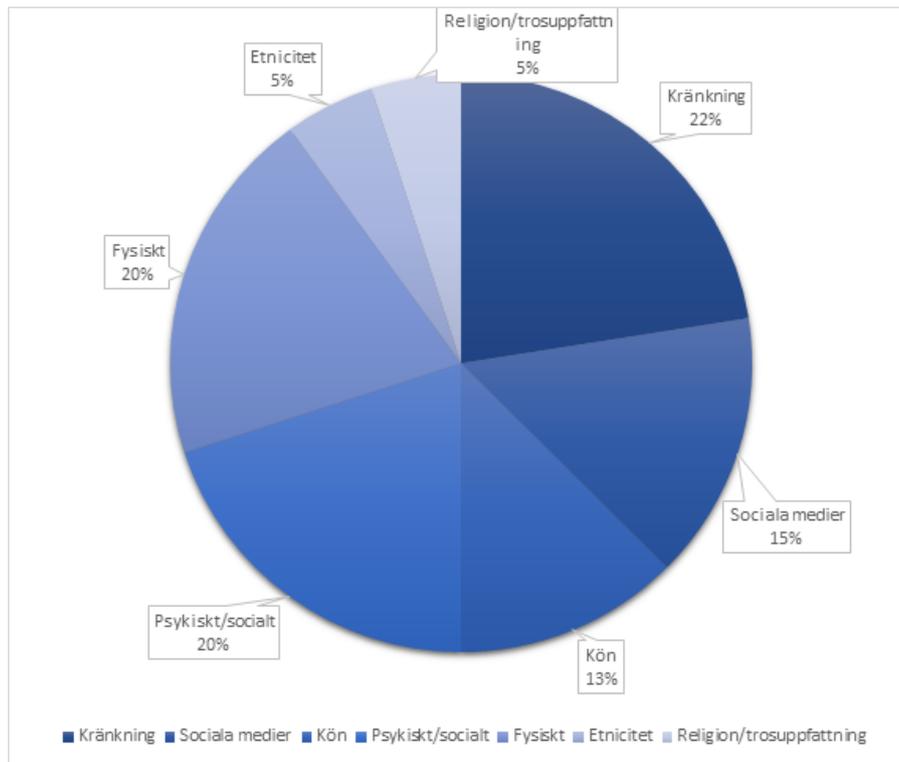
### **Comments that emerged from the students in the school's well-being survey:**

- Many students give equal treatment work positive comments and experience good and serious work.

- Several students experience that there are many students in the same place (lockers and entrances) and that there are judgmental glances.
- Changing rooms and lockers (where there are no adults) are mentioned by several students as unsafe.
- Several students write that they do not know who the Equal Treatment Group is or what they do.
- The students want adults who are on site at Instan that they can turn to.
- Several students write that they feel that teachers favor certain students.
- Some students want a stronger connection between high school and middle school.
- Several students want a group of students who work more specifically with equal treatment issues

## Equal treatment cases

The number of reported equal treatment cases has decreased. The reason for this may be due to the distance education that has been conducted during this school year due to the Corona pandemic. In middle school, we see a clear majority of equal treatment cases. There is still a low proportion of reported individual cases at high school level, at the same time as high school students' answers to the well-being survey indicate that violations occur. This is something that we will continue to work on in the staff group, to become better at preventing, paying attention to and remedying violations and strengthening equal treatment at school in general.



\*offensive treatment, social media, gender, psychological/social, physical, ethnicity, religion/belief system

The figure above shows the type of cases that have been received by the equal treatment group in the last academic year. Total number of individual cases Fall / Spring: 39 pcs

2 of these individual cases have been in high school / MYP5-DP and the rest in middle school / MYP2-4. Of these cases, girls were those who were exposed in 18 cases, and boys were those who were exposed in 13 cases. The remaining cases have not had a specific person who has been exposed to offensive treatment.

## Focus areas for school year 2021-2022

- Zero tolerance vision for violations, harassment and violence
- Increase knowledge about equal treatment issues and fundamental value issues among staff
- Increase security in the physical environments
- Increase the school's knowledge of norm critical approach this year, focusing on ethnicity and gender roles.

Based on the above focus areas, the Equal Treatment Group will work with the following points during the academic year 21/22:

**Zero tolerance vision for violations, harassment and violence** *When it comes to 'offensive treatment of both students and staff', what most people experience is linked to the basis of discrimination such as gender, transgender identity and ethnicity and disability. We need to increase the understanding of both students and*

staff about these issues and review how to create an inclusive school with a norm-critical approach.

How:

<b>Preventative measures</b>	<b>Promoting measures</b>
Recurring annual lecture on sexual harassment and consent.	The Equal Treatment Group recommends training in a norm-critical approach and practical work for all staff.
SSHL's core values work is being developed.	The Equal Treatment Group is presented to all classes at the beginning of the semester. We also strive to make ourselves and our work visible at parent meetings during the school year.
We strive to ensure that the Equal Treatment group must be visible in Instan during certain times of the week.	The Equal Treatment Group reviews the culture of silence and how to work with this at group level. This is to increase students' willingness to talk to staff if they see someone who is being treated badly.
The Equal Treatment Group provides material on violations to all mentors to be used during the equal treatment lessons at the beginning of the year. This year, this is done in the form of practical exercises to meet the students' desire for this, which emerged in the well-being survey last year.	Every year, the equal treatment group has individual conversations with all Year 1 students at the boarding school as well as group conversations with a selection of all students at the entire school.
Structured equal treatment goals are introduced at the boarding homes based on the boarding homes well-being survey. The work is followed up by the Head of Boarding, responsible persons from the Equal Treatment Group, and the school counselor.	
A class plan is provided to all mentors named "Class Temperature". It can be used as a tool to review the mood in the class and open the dialogue on equal treatment issues. This is published at the request of the school counsellor or the Equal Treatment Group.	All boarding home staff will be trained in motivational conversations as a method. This in turn can lead to a stronger relationship building and an increased willingness from students to tell boarding home staff if something is treated badly.

## **Increase the knowledge of staff about equal treatment issues**

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

*How:*

<b>Preventative measures</b>	<b>Promoting measures</b>
During staff meetings, the Equal Treatment Group will offer case studies for staff concerning equal treatment issues and fundamental value issues.	The Equal Treatment Group recommends training in a norm-critical approach and practical work for all staff.
	Increase the visibility of the Equal Treatment Group through more presentations, posters and in conversations when we meet students in other contexts.

## **Increase security in the physical environments**

*When it comes to 'unsafe places', the dining hall has the highest proportion of students who feel unsafe. This also appears in comments that students have written in the questionnaire as well as conversations with students at the student health team.*

*How:*

<b>Preventative measures</b>	<b>Promoting measures</b>
Safety walks and analysis of the places that have received a high percentage of insecurity in the well-being surveys.	Introduce safety walks as a routine in the Equal Treatment Group's work every year.
Recommendations for physical changes for increased security for students.	Review the questions in group discussions with students and questionnaire questions; to get more specific information about what it is that makes these particular places unsafe.
	Students' well-being at SSHL is affected by the feeling of community. The school's student associations hold about 4 activities each year to increase the community at SSHL. Management team and contact staff are responsible for

	reviewing the work.
	Fritiden arranges tournaments and activities to promote well-being and community during the year. Tournaments between students and staff are also held to create good relationships. During the year, there will be set aside meeting times for Fritiden, Elevhälsan and the Equal Treatment Group to collaborate on the students' state of mind, health and safety.

## Policy and routines

### Reporting abusive treatment

If staff become aware or have indications of discrimination, harassment or abusive treatment, this must be reported promptly to the Equal Treatment Group and / or the Principal or Head of Boarding. All staff must document events and incidents that come to their attention. All reports must be submitted to the immediate manager and the Equal Treatment Group. The Equal Treatment Group handles cases concerning abuse between students and ensures that it is archived.

### Documentation

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

### Staff that students and parents can turn to

If any student feels, or becomes aware that another student is being abused or discriminated against, it is important that the school becomes aware of this. A report from staff at the school is made through the designated form. Parents, guardians, or students can also report a case by contacting someone in the equal treatment group or emailing

[likabehandlingsgruppen@sshl.se](mailto:likabehandlingsgruppen@sshl.se)

### School leaders (Administration)

Carina Nilsson (Head of School/Managing Director) [carina.nilsson@sshl.se](mailto:carina.nilsson@sshl.se)

Anna Kalles (Vice Principal gymnasiet, responsible school leader with Principal's mandate in equal treatment issues) [anna.kalles@sshl.se](mailto:anna.kalles@sshl.se)

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## **School**

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## **Procedures to investigate and remediate cases of offensive treatment between students**

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

initiated at this point. Parents or guardians of a student who is a minor are contacted in agreement with the student.

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

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

- If a student feels offended or discriminated against by teachers / staff, the principal must be contacted.
- The immediate supervisor investigates by gathering facts about what happened, and taking relevant measures. The line manager also contacts HR.
- Follow-up conversations take place with the student and the immediate supervisor. Any further measures are decided and taken by the principal / immediate superior or the parties themselves in this follow-up.
- Parents and guardians are informed.
- All staff at the school have a duty to report crimes or suspicions that children are otherwise harmed.
- The immediate superior ensures that the conflict is resolved permanently.

- In cases where a student violates or harasses a teacher, this is a work environment issue and is treated on the basis of current regulations.

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

- If a student feels offended 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 important for the Student Health's work is provided to them.
- The Board calls the principal for talks and, depending on the seriousness of what has happened, the necessary measures are taken in accordance with the applicable agreement. In mild cases, a call may be sufficient.
- If necessary, the Equal Treatment Group can assist in the conversations and student health offers the victim the support in the form that the situation requires.
- Follow-up calls are made by the Board after three weeks. Any further action is decided and taken by the Board or the parties themselves in this follow-up.
- If a student has been subjected to a violation or discrimination, the parent/guardian of a minor student is informed promptly by the principal.
- A police report is always made in case of suspicion of crime.
- The Board monitors that the conflict has a lasting solution.

### **References**

United Nations Convention on the Rights of the Child (1989)  
Skollagen (2010-800) (The Education Act)  
Lgr 11  
GY 11