

HAGANÄSSKOLAN
**Plan against abusive treatment,
harassment and discrimination**



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1. Results of evaluation of last year's measures

(What is completed / what remains. Effects.)

- Two of the staff in student health have become HBTQ certified.
- Symbols, for supporting HBTQ, have not been placed at the school but a neutral place has been tried instead.
- Increased awareness of early intervention at individual and group levels in case of conflicts and group dynamics.
- No talks directly directed such as lectures or workshops on macho culture and prejudice have been conducted. For example, a visit from the building (trade union) was planned, but this was not completed as the school was closed down. Must take place every year.
- Code of conduct is paid more attention too by, for example, being brought up in the student council and deepened by, for example, the rules of the smoking ban being further formulated. Proposals for a poster of the codes of conduct have been created, but not implemented.
- Sharing groups for young people such as KIT (feelings, ideas and thoughts) have not taken place as planned.
- Focus groups with students have been present during the autumn term, but have not been present during the spring semester due to the circumstances with Covid-19.
- By following the curriculum, the grounds for discrimination are highlighted. But specific theme days like the Equality Act did not occur. According to results from the School Temp, some inequality remains, as the boys still seem to have the most influence and honor-related culture remains, which has resulted in, for example, arranged marriages or restrictions in school activities.
- Weekly meetings with the mentor is implemented for the most part, but the time can be used more consciously with targeted interventions that fit the group. Here, group cohesion, study peace and development or awareness of what sustains different cultures and behaviors that negatively affect the environment can be utilized during ex mentor times.
- Må bra dag (Feeling good day) have been implemented. The pupils attendance on that day and student influence can be improved, as well as a smaller follow-up of the day could help improve the day for the next year.
- There is a systematic quality work within the various base groups to which the teachers belong, which in turn generates the preventative work within the school. Each group set up specific goals to work with, which, for example, can be about promoting attendance etc. this a new project, but can give a good impact for equal treatment at the school if it is allowed to continue.
- Safety rounds are done continuously to ensure the mental and physical working environment.

2. Objectives for the promotion, prevention and remedial work of the business

Areas affected by the action in the plan: Offensive treatment; Harassment; Discrimination; Gender, gender identity or expression; Ethnicity; Religion or other belief; disability; Sexual orientation; Sexual harassment; Age.

No form of abusive treatment, harassment or discrimination shall occur at the school.

All students at the school should know who to turn to if they experience being offended, harassed or discriminated against, or witnessing abusive treatment, harassment or discrimination.

All staff should know the responsibility that the school have to prevent and stop degrading treatment, harassment and discrimination at school.

All staff work actively to promote a good school environment and counteract all forms of abusive treatment, harassment and discrimination.

2.1 Specific goals for the current academic year for HN1 and HN2

1. Extending the inclusion and participation of all students in their schooling: education, personalized support, regulations and study skills.
2. Promoting equality in school and in school work, where special awareness is targeted at girls.
3. Create awareness and also provide tools for managing the demands and stress.
4. Aim for a violation-free school with special focused attention on verbal violations and rumor dissemination.
5. Aim for secure school environments; classrooms, during the breaks, the school yard and in the changing rooms.
6. Clarify to whom students can turn to if something happens and increase confidence for us adults.

3. Promoting and preventive efforts

(Describe which actions / activities are planned for the next academic year. State who is responsible for each action.)

- *Use mentoring times optimally;* for example, by having weekly planning, group exercises and strengthening group feeling. There is opportunity to spread information and pay attention to things that may concern the group, such as degrading treatment or macho culture. Mentor time is also promoting democracy, the time for students to get feedback and voice opinions. The content during the mentoring period is adapted to the needs of the group.
Responsible; Mentor

- *Improve in study techniques and adaptations in school work* at individual and group level. The students can thereby be given the opportunity for increased participation and influence in the school subjects, deeper self-knowledge, the opportunity to reflect on their need for support in the studies and to handle demands / stress. The special educators will do this by using the support time. Responsible; special educator and the teachers
- *Student Health Team has as ambition to elevate one theme day a month* . For example Equality day, about offenses / harassment / discrimination, Metoo day and Mudcake day etc. The purpose is to promote well-being and create awareness in various subjects, which in turn can increase understanding between people. The month's theme day will not be schedule-breaking. However, it is a hope that the planning for the theme days will be communicated to the teachers in advance to enable these themes to be raised in the lessons, even the material such as <https://www.jamstall.nu/verktygslada/ovningar/> . Responsible; Student Health Team
- *Employees in the respective base groups* will pay attention to the associated groups of students by identifying the groups specific needs. After that the base group will work to meet those needs that have been identified, which in turn promotes equality. Particular attention can, for example, be directed to equality or absence / presence. The goal of improving the conditions at the school is achieved through this form of systematic quality work (the agreements). Responsible; Student Health, Teaching Teacher and Principal
- *Mobile-free lessons* by having students leave their mobile phones in lockers before lessons start. The purpose of the mobile free lessons is to increase the environment for study and reduce risk of violations online and rumors spreading during class. Responsible; Principal and teaching teacher
- *Create a digital whiteboard with student health* that is published on the school's monitors so that students know who is part of the student health team and become confident in who they can turn to. The student health team should try to strive for more appearances in the classes. Responsible; Student Health Team
- *Make safer places at school and during breaks* by offering opportunities for leisure activities and present adults. Staff should try moving in places that feels troubled or vulnerable; schoolyard, changing rooms and a general feeling of insecurity during breaks have been specified by the students. The youth recreation center Freja and the municipality's field workers strive for more attendance at the school. Responsible; Principal, Student health team and teachers
- *Gather information in one place* with web lectures and articles on requirements and stress will be created digitally and be in physical form at the school, for example as QR codes. Responsible; Student health team
- *Framtidsverkstaden (The Future workshop)* once a week. A number of students, about 10-12, will be selected and offered to be apart of the project Framtidsverkstaden starting in the academic year 20/21. The aim of the project is to strengthen the individuals, promote attendance, increase motivation and fulfillment of goals. The project takes place one hour a week and is led by the

counselor, SYV and KAA (municipal activity responsibility). Responsible; Student health team and principal

- *During the academic year, all staff shall undergo a web training published by the County Administrative Board regarding honor 's related violence and repression. The aim of this is to spread knowledge and provide staff the opportunity to more quickly notice the pupils at risk of not to taking part in schooling in a similar manner as compared to other students or being subjected to oppression, arranged marriage, or the like.*
http://lansstyrelsen.onlineacademy.se/story_html5.html . Responsible; Principal and student health
- *The social worker at school are going to have a short conversation during the school year with all new students starting their first year at Haganäs School. The school nurse has a health talk with each new student and have had for years, which is a concept the school counselor embraces for the purpose of creating a relationship and a security as well as noticing students who do not feel safe or are in need of support.* Responsible; Counselor

4. Follow-up and evaluation

(Describe how the measures should be followed up, when and who are responsible for follow-up and evaluation. Pay particular attention to the students' participation. Ex: surveys, meetings, LISA)

- Who is responsible appears at the end of each measure and the measures should be followed up at least once per term by the student health team. This feedback is given to the respective principal.
- Students will be able to participate by evaluating the measures by a simple questionnaire or by being followed up at the student council meetings and focus groups.

5. The school's routine for participation

(Pupils, guardians, staff; Plan preparation and compliance)

- Students can access a plan by obtaining a printed version, which is advantageously taken home. The mentor goes through it at mentoring time in the beginning of the school year and that opinions on improvements and ideas for the upcoming equal treatment plan are obtained at a meeting with the student council.
- Staff get information on an APT (staff meeting), and copies are distributed in paper form to all mentors.
- Before the plan was established, the bases groups were offered to take part in a draft and think about the design of the plan.
- The Plan against abusive treatment, harassment and discrimination will always be available on the school website.
- Compliance with the plan is ensured by regular follow-ups of the measures.

6. How the student and guardians act

If you as a student feel exposed:

Tell someone at school what happened. All staff at the school are obliged to take what you say seriously. Together you can agree on how you proceed to stop the violation.

If you as a friend know / know something:

If you find out that someone is exposed, or are worried that someone is, tell your mentor or any other adult at the school that you have confidence in.

If you, as custodian, get to know:

If you see or suspect that your child is being discriminated against, abused, or harassed at school, contact a mentor, principal, or someone from student health.

7. The school's routine for reporting and investigation

The school always has an obligation to investigate when it comes to someone's knowledge that a student is feeling offended, harassed or discriminated against. Thus, no evidence is required that something has happened. The purpose of the investigation is to obtain sufficient information and knowledge about the situation, so that the person in charge of the business can assess what measures must be taken to stop the violations, harassment or discrimination.

This obligation also includes situations that occur outside the school, if they continue during school hours. These may include things that happen on the way to and from school or on social media. Routines for reporting and investigation:

1. A staff member becomes aware that a student feels offended, harassed or discriminated against.
2. The event is documented in LISA (incident reporting system), and the principal thereby becomes aware of the incident that occurred via e-mail from LISA.
3. The principal is automatically informed via LISA. The matter is registered, and a summary is presented to the Board of Education at the next meeting.
4. The headmaster initiates an urgent inquiry and decides who / who should participate in and be responsible for the investigation. In the case of discrimination, the principal or head of operations always investigates.
5. Custodians should be given the opportunity to information about violations that have occurred concerning their own child.
6. Measures, based on what the investigation shows, are taken where it is found that an offense or discrimination exists. The purpose of the measures that are implemented both in the short and long term is to stop the violations, harassment or discrimination.
7. The entire investigation is documented in LISA, possibly with appendices.
8. In order to ensure that repetition does not occur, the measures should be followed up and evaluated. If it appears that the measures have been

insufficient, further measures must be considered. This should be done within 14 days and documented in LISA.

9. In case of suspected crime, notification is made to the police and a notification to the social service may also be relevant.

8. Definitions

There are a number of important concepts to understand and distinguish. Violations and harassment can occur between students and between staff and students. Discrimination, on the other hand, requires a relationship of power and can only take place between staff and pupils in the school's activities. Discrimination can be direct or indirect. Explained below are the differences between abusive treatment, bullying, harassment, sexual harassment and discrimination.

Offensive treatment: a behavior that, without being discrimination, violates the dignity of a child or a student.

Harassment: conduct that violates a person's dignity and that is associated with any discrimination on grounds of gender, gender identity or expression, ethnicity, religion or other beliefs, functional impairment, sexual orientation or age.

Sexual harassment: a special form of harassment that involves an appearance of sexual nature that violates someone's dignity and is not related to any of the grounds of discrimination.

Discrimination means that any disadvantage based on the seven-discrimination grounds. Discrimination requires a relationship of power and can only take place between staff and pupils in the school's activities. Discrimination can be direct or indirect. Examples of discrimination can be found on DO's website.

The seven grounds for discrimination are:

- Sex
- Transgender identity or expression
- Ethnicity
- Religion or other belief
- Disability
- Sexual orientation
- Age

9. Other

The Child and Student Ombudsman (BEO) or the Discrimination Ombudsman (DO):

You as a student can contact the Children and Student Ombudsman (BEO) or the Discrimination Ombudsman (DO). They are there for you who need support and advice. You can call, write or email.

The Child and Student Ombudsman (BEO) regarding bullying and offenses

Box 23069

104 35 Stockholm

E-mail: beo@skolinspektionen.se

Tel: 08-586 080 00

Discrimination Ombudsman (DO)

Box 3686

103 59 Stockholm

Email: do@do.se

Phone: 08-120 20 700