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Decided by:

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HAGANÄSSKOLAN HN1, HN2

Plan to counter abusive behaviour, harassment and discrimination



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1. Results of the evaluation of last year's measures

(What has been completed/what remains to be done. Effects.)

Below is an evaluation of the 5 promotional initiatives set for the academic year 2021-22. The evaluation is also linked to responses from this year's school survey, Skoltempen.

- 1. Making the best use of mentoring time; the content of mentoring time should be guided by the needs of the group, but standing items - such as weekly planning, tips and advice on mental/physical health, study techniques - should be included. Once a month, students will discuss the "Case of the Month" which deals with abuse/harassment/discrimination. Students share this initiative with all school staff. In case of uncertainty about how to address different points in the mentoring time, a proposal for a 'year wheel' with different themes will be available (created by the Student Health Services, EHT). Mentoring time also promotes democracy, as it is an opportunity for students to get feedback and voice their opinions.
Responsible: Mentor*

Evaluation of point 1:

The majority, about 72%, are satisfied with their opportunities for influence and participation, but the school survey shows that there are still shortcomings in the work on influence and participation in education, such as the opportunity to work on their assignments at school, to work on what they are curious about, to have the opportunity to reflect on how teaching works at their school and to have a say in how they learn. About 30% think there are shortcomings in these areas - last year this figure was around 20-30%. In a survey conducted in two classes in spring semester 2022, the EHT investigated the pupils' perception of participation and influence. The conclusions were that students feel that several teachers involve them, but that they lack this from several teachers. Students told us that they request and lack feedback to some extent. When they receive feedback, we find that they feel more involved. However, the Skoltempen survey shows that about 80% of students feel that their teachers provide feedback on schoolwork.

The 'case of the month' and the 'year wheel' have not been completed this year but the work will be carried forward to next year (see Section 3). The mentors have been working on these points but some mentors find it difficult to do everything in the allotted mentoring time. Mentors expressed the wish for a fixed agenda for mentoring time to enable all mentors work in the same way.

- 2. Invest in study techniques (studiero) by creating a place for a quiet study corner in the library and opening up study support at Flexen. Students can thereby be given the opportunity to increase their participation in their studies, deepen their self-awareness, reflect on their needs for support in their studies and manage demands/stress.*

Evaluation point 2: The Skoltempen survey shows that a majority of pupils, 81-91%, feel happy at school, have a good sense of belonging and feel safe during breaks. According to the survey, most pupils know how to reach the knowledge requirements of the various subjects. However, a remarkable 46.8% of students responded that they feel anxious when they think about their school work. This differs from last year, when this figure was around 29%. Fully 43.9% also feel that they do not disconnect from school work in their free time, which is a slight decrease from last year, when it was 48%.

Instead of a study corner in the library, there is now a study room opposite the special-educational-needs teachers' room. Students are present there daily and appreciate the opportunity to come where it is quiet and peaceful. Study support at Flexen has been implemented and both students and teachers are satisfied with it.

In a survey of two classes conducted by the EHT during spring semester 2022, several pupils highlighted that in order to reduce their stress level at school as well as achieve better grades, they would have liked the school to spread out the work/assignments and tests a little more so that everything does not come at once.

Head teachers have received materials on study techniques to use as a support when working on agreements with base groups and in teaching. Good study techniques can have a positive impact on students' well-being and satisfaction.

- 3. Staff within each base group will pay attention to associated groups of teaching students by identifying three areas for improvement. The areas for improvement are based on students' responses to the Skoltempen survey and are presented in Appendix 1. Based on these, the base group will work to meet the needs identified, thus promoting equality. Also a standing item on abusive behaviour/harassment/discrimination at the base group meetings to identify and map the needs of students in time. Responsible: Teaching staff and headmaster*

Evaluation point 3: The base groups have worked with these different areas of improvement in different ways and taken it to the students in mentoring time, work with study techniques, in daily conversations and on theme day.

- 4. Student Health Services shall also strive to get out more to classes and in base groups. The hope is that pupils will know who is part of the Student Health Services, be confident in whom they can turn to and at the same time increase preventive work. Aim to come out to classes/base groups once or twice a semester. In addition to increased attendance at mentoring times, the Student Health Services team will regularly participate in base group meetings. This provides an opportunity to follow up on initiatives, identify areas for improvement and provide guidance. Similarly, there should be*

standing items during the student health meetings regarding abuse/harassment/discrimination. Responsible: Student Health Services

Evaluation point 4: In last year's school survey, 8.7% said they did not know whom to contact if someone had been abused, harassed or discriminated against. This year's result is slightly worse, with 13% unaware whom to contact. The majority feel that staff take action when they know that a pupil has been abused, harassed or discriminated against, but 67 students, or 16.5%, feel that no action is taken at all or only partial action. In a survey conducted by the Student Health Services in two classes during spring semester 2022, several students were not aware of the procedure for reporting and investigating complaints of abuse. It was requested that all pupils have an adult/staff member at the school to whom they can turn.

In this year's survey, fewer pupils say that they have been abused, harassed or discriminated against at school. This year, 9.8% of the students who responded to the survey feel that they have been subjected to abuse/harassment/discrimination. Of these violations, 50% were verbal, 39% psychological (sighs, ostracism, etc.) and about 10% physical (blows, etc.). Last year, 12% of pupils said they had been subjected to abuse/harassment/discrimination and the year before that the figure was 21-29%. This is still too many, as many as 40 students, and our goal is to have an abuse-free school. It is unclear at the moment what caused the result. In a survey carried out by the Student Health Services in two classes during spring semester 22, several pupils believed that abuse/harassment/discrimination could be reduced if extra team-building work was done in the classroom to create a good community in the classes. This is especially important at the beginning of Year 1 when you are entering a brand new class.

A timetable has been drawn up for when the Student Health Service will participate in the basic group meetings, but this can be developed and made even clearer for the next academic year. The timetable has not always been respected and sometimes base group meetings have been held at different times. This will be developed for next year (see Section 3).

Student Health Service attended the mentoring time at the beginning of the autumn semester for new students and since then they have been out in various ways, but not as frequently as planned. Together with the head teachers, the Student Health Services has been out during mentoring times and met with students to talk about Participation and Influence as well as Norms and Values. During the autumn term, the school had a shortage of welfare officers, which also affected the work.

QR codes with tips on how to deal with panic attacks, study techniques, stress, etc. have been put up but were torn down at weekends when vandalism occurs. The welfare officer puts up the QR codes anew.

Student Health Services has not had standing items at the student health meetings regarding abuse/harassment/discrimination but instead raised this as necessary. Student Health Services needs to create an agenda for student health meetings.

5. *All staff shall be provided with the "Case of the Month". This means that all occupational groups have a case study (about abuse, harassment and discrimination) to reflect on and discuss. The aim is to increase the knowledge and self-reflection of staff at the school, as well as to increase the promotion and prevention work vis-a-vis our students. The EHT creates these case studies.*

Evaluation point 5: According to the statistics from this year's Skoltempen, the issue of unequal support for pupils based on gender scored slightly better than last year. 83.2%, compared to last year's 82.8%, say that all pupils, regardless of gender, are given good opportunities to succeed in school.

The case of the month has not been completed this year but the work will be carried forward to next year (see Section 3).

Other initiatives carried out

- Systematic quality-control work is carried out within the various base groups to which the teachers belong, which in turn contributes to preventive work within the school. The base groups have worked on their agreements based on different areas from the baseline analyses. Each group develops specific objectives to work on, such as promoting attendance, study techniques, etc.
- A lecture on honour-related violence was given by the Resurscentrum Heder to the staff on the study day in March. The aim is to disseminate knowledge and enable staff to more quickly identify pupils who are at risk of not being able to participate in schooling on an equal footing with other pupils, or those who are victims of oppression, forced marriage or the like.
- Democracy Day shall be held on 1 June 2022
- This school year, there was no "feel good day", and instead a "catch up" day was organised where students could catch up on work and teachers were available for questions. This day received a very positive response from the students.

Other unimplemented initiatives

- Well-being conversations with Year 1 were cancelled due to a lack of welfare officers in autumn semester 2021. They are planned for autumn semester 2022 (see Section 3).

2. Objectives for promotion, prevention and remedial work

Areas affected by plan initiatives: Abusive behaviour; Harassment; Discrimination; Sex, gender identity or expression; Ethnicity; Religion or belief; Disability; Sexual orientation; Sexual harassment; Age.

No form of abusive behaviour, harassment or discrimination shall take place at the school.

All pupils at the school should know whom to turn to if they feel they are being abused, harassed or discriminated against, or if they witness abusive behaviour, harassment or discrimination.

All staff should be aware of the school's responsibility to prevent and deter abusive behaviour, harassment and discrimination at school.

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

2.1 Specific objectives current academic year for HN1 and HN2

Overall objectives

1. Clarify the preventive work at the school.
2. Clarify for pupils the school's abuse-reporting procedure as well as whom pupils should turn to in different situations.
3. Improve students' overall response to and management of study demands and stresses. Feeling overwhelmed and stressed affects students' comfort and well-being at school, which in turn can affect the incidence of abuse and conflict.

Detailed areas of work for the programmes have been developed by each base group based on this year's school survey and are presented in Appendix 1.

3. Promotion and prevention initiatives

(Describe the measures/activities planned for the coming school year. Indicate those responsible for each action.)

The following activities/measures are planned to promote equal treatment and prevent abusive behaviour, harassment and discrimination in the academic year 2022-23. The measures are based, among other things, on this year's school survey. The school survey shows that anxiety and stress about school work have increased from the previous year. Feeling overwhelmed and stressed affects students' comfort and well-being at school, which in turn can affect the incidence of abuse and conflict. In order to improve students' overall response to and management of study demands and stresses, we consider the following initiatives to be promotive and preventive.

1. Base group preventative work - EHT

- Develop a clear agenda for what EHT should do in working with the base groups, to make this clear for both EHT and the base groups. Determine how

we can work more preventively in collaboration with base groups to increase prevention. This provides an opportunity to follow up on initiatives, identify areas for improvement and provide guidance. Responsible: Student Health Services and base group

2. Clarify whom students should turn to in different situations

- Ensure that all pupils are aware of the reporting and investigation procedure for allegations of abuse. The mentor discusses the routine during mentoring time, if necessary with the help of the Student Health Services. Student Health Service produces Student Cases on abusive behaviour, harassment and discrimination, which the mentor discusses with the students during mentoring time 1-2 times/term. Mentoring time also promotes democracy, as it is an opportunity for students to get feedback and voice their opinions. The mentor holds a class council and the class council template includes an item on the agenda on promoting, preventing, detecting and addressing abusive behaviour. Student Health Services will also print the information under Section 6 "How pupils and guardians respond" to clarify the abuse reporting process, and post it on bulletin boards and info displays in the school. Responsible: Mentor and Student Health Services
- Clearer signage about Student Health Services staff At the beginning of the autumn semester, the Student Health Services team is present at the mentoring time to introduce themselves. The welfare officer holds well-being conversations with Year 1, where the welfare officer also informs about the entire Student Health Services team and how to get in touch with them. The Student Health Services also attend mentoring sessions when necessary. Update contact information regarding Student Health Services staff with pictures published on the website, notice boards, info displays, business cards. The hope is that pupils will recognise Student Health Service staff and feel confident in whom they can turn to and at the same time increase preventive work. Responsible: Student Health Services

3. Student Health Services continues to work with prevention

- Define how Student Health Services works in terms of prevention and promotion in order to create a common understanding of the concepts. Responsible: Student Health Services
- Create a 'year wheel' for the work with the equal treatment plan, how we work with it and how we evaluate this work during the year. Develop a clear agenda for the student health meetings where we also highlight abuse/harassment/discrimination. Responsible: Headmaster
- Continued work to prevent stress and anxiety, including well-being conversations with a welfare officer for everyone in Year 1, health talks with a school nurse, and surveys by special-education-needs teachers. The welfare officer hangs up QR codes regarding how to deal with stress and anxiety attacks. The welfare officer is considering inspirational lectures for pupils and staff focused on abuse/harassment/discrimination and stress, as well as a theme day. Responsible: Student Health Services

4. School's work to reduce anxiety/stress about school work for pupils

- Mentoring time; The content of the mentoring time should be based on the needs of the group, but standing items such as weekly planning, tips and advice on mental/physical health, study techniques should be included. At the beginning of the school year, there is an extra focus on building good relationships between students and staff. In case of uncertainty about how to address different points in the mentoring time, a proposal for a 'year wheel' with different themes will be available (created by the Student Health Services, EHT). Mentoring time also promotes democracy, as it is an opportunity for students to get feedback and voice their opinions. Responsible: Mentor and headmaster
- Continued work with study techniques; Head teachers have received material on study techniques to support work with agreements with base groups and in teaching. Good study techniques can have a positive impact on students' well-being and satisfaction. Continued work on this initiative by using it at appropriate times in regular teaching and, for example, on theme days. Responsible: Teaching staff and headmaster
- Consider a school health package for students; discounted prices on, e.g., paddle, fitness, swimming, and try-a-sport since exercise and health prevent stress. Responsible: Headmaster
- Continue to work with the exam calendar to spread out assignments and exams so that everything does not come at once. This is a request from several students that arose when the Student Health Services team encountered students in spring semester 2022. Responsible: Headmaster and teaching staff

4. Monitoring and evaluation

(Describe how the measures will be monitored and when as well as those responsible for monitoring and evaluation. Pay particular attention to student participation. E.g.: surveys, meetings, STELLA)

- The responsible persons are indicated at the end of each measure and the measures must be monitored by Student Health Services in connection with the base group meetings. This is reported back to the appropriate headmaster.
- Pupils will be able to participate by assessing the actions through a simple questionnaire or evaluating them at pupil council meetings and focus groups.

5. School participation procedure

(Pupils, guardians, staff; Establishment of and compliance with the plan)

- The design of the equal treatment plan is based on student responses to the Skoltempan survey and information provided to staff by students during the previous school year.
- Pupils can take part in the plan by obtaining a printed version, which can be taken home. The mentor reviews the plan at the beginning of the school year.
- Staff are presented with the plan at a workplace meeting and hard copies are distributed to all mentors.

- Before the plan was finalised, the base groups were invited to consult a draft and have their say on its design.
- The plan is always available on the school's website.
- Compliance with the plan is ensured by regular monitoring of the measures.

6. How pupils and guardians respond

If you as a student feel vulnerable:

Tell your mentor, the Student Health Services or another adult at school whom you trust what has happened. All staff at the school are obliged to take what you say seriously and to report the incident in Stella (incident reporting system) for further investigation (see School...procedure below). Together you can agree on how to proceed to stop the abuse.

If you as a friend know something:

If you know or fear that someone is being victimised, tell your mentor, the Student Health Services or another trusted adult at school.

If you as a guardian become aware:

If you see or suspect that your child is a victim of discrimination, abusive behaviour or harassment at school, please contact a mentor, head teacher or a member of the Student Health Services.

7. School reporting and investigation procedure

Schools always have a duty to investigate upon learning that a pupil feels they have been abused, harassed or discriminated against. No proof is required that anything has happened. The aim of the investigation is to obtain sufficient information and knowledge of the situation to enable the person responsible for the organisation to assess what measures need to be taken to put an end to the abuse, harassment or discrimination.

This duty also includes situations that arise outside school, if they continue during school hours. For example, something may happen en route to/from school or on social media. Reporting and investigation procedures:

1. A member of staff becomes aware that a pupil is experiencing abuse, harassment or discrimination.
2. The incident is documented in STELLA (incident reporting system), and the headmaster is thus informed of the incident via e-mail from STELLA.
3. The organiser is automatically informed via STELLA. The matter is registered and a summary is presented to the study programmes board at the next meeting.
4. The headmaster initiates an investigation as a matter of urgency and decides who will participate in and be responsible for the investigation. In cases of discrimination, the headmaster or head of operations always investigates.
5. Guardians must be given the opportunity to be informed of any abuse that has occurred in relation to their own child.

6. Based on the findings of the investigation, measures are taken where it appears that abuse or discrimination has occurred. The aim of the measures implemented, both in the short and long term, is to put an end to the abuse, harassment or discrimination.
7. The entire investigation is documented in STELLA, possibly with appendices.
8. In order to ensure that there is no recurrence, the measures must be monitored and evaluated. If it is found that the measures have been insufficient, consideration must be given to what further measures should be taken. This should be done within 14 days and documented in STELLA.
9. If a crime is suspected, the police are notified and the social services may also be notified.

8. Definitions

There are a number of important terms to understand and distinguish. Abuse and harassment can occur between students and between staff and students. Discrimination, on the other hand, presupposes a power relationship and can only take place between staff and students in the school environment. Discrimination can be direct or indirect.

The differences between abusive behaviour, bullying, harassment, sexual harassment and discrimination are explained below.

Abusive behaviour: behaviour which, without being discriminatory, violates the dignity of a child or a student.

Harassment: conduct that violates the dignity of an individual and is related to any of the grounds of discrimination: sex, transgender identity or expression, ethnicity, religion or belief, disability, sexual orientation or age.

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

Discrimination means putting someone at a disadvantage based on the seven grounds of discrimination. Discrimination implies a power relationship and can only take place between staff and students in school settings. Discrimination can be direct or indirect. Examples of discrimination can be found on the website of the Equality Ombudsman.

The seven grounds of discrimination are:

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

9. Other

The Child and School Student Representative (BEO) or the Equality Ombudsman (DO):

As a student, you can contact the Child and School Student Representative (BEO) or The Discrimination Ombudsman (DO). They are there to provide support and advice. You can call, write or email.

Child and School Student Representative (BEO) regarding bullying and abuse

Box 23069

104 35 Stockholm

E-mail : beo@skolinspektionen.se

Tel: 08-586 080 00 Weekdays 9 a.m. to 12 p.m.

Equality Ombudsman (DO)

Box 3686

103 59 Stockholm

E-mail : do@do.se

Tel: 08-561 651 20 700