

Reg. No.

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HAGANÄSSKOLAN HN1, HN2

Plan for the prevention of abusive treatment, harassment and discrimination



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1. Purpose of the Equal Treatment Strategy

All schools in Sweden are obligated to comply with the Swedish Education Act (2008:567), the Discrimination Act (2010:800) and the UN Convention on the Rights of the Child (1989). These documents describe how schools are required to work actively to ensure that none of their pupils are discriminated against, harassed, insulted or in any other way deprived of their rights.

In order for pupils at Haganässkolan to be able to reach their educational objectives, it is necessary for the school environment to be secure and that students can feel comfortable there. This is a fundamental prerequisite for good learning, another term for it being "pupil welfare".

Pupil welfare is something that every member of staff works with at the school, but those on the pupil welfare team are the ones who take the lead in creating structures for working with this important matter. Other members of staff can request guidance and discuss pupil incidents involving abuse or bullying with the student welfare team in order to work together to find ways to handle such situations.

It is important to know that all staff at Haganässkolan who become aware of abusive treatment, harassment or discrimination are obligated to take action and report the matter to the headmaster; this is called a misconduct report [*kränkingsanmälan*]. The headmaster is responsible for ensuring that such matters are investigated and that necessary measures are subsequently taken.

The school is responsible for actively working against bullying, harassment, abuse and discrimination. This is the intention of the equal treatment strategy; to describe how we at Haganässkolan work to ensure that all pupils can feel secure and how we work together to create a better school for everyone. Each year, we will evaluate the work that has been done and the results this has achieved, and this is also presented in the equal treatment strategy.

2. Definitions and concepts

There are a number of important concepts that need to be understood and distinguished between. Abuse and harassment can occur among pupils themselves as well as between pupils and staff. Discrimination, on the other hand, involves power dynamics and can occur only between staff and pupils within the school setting. The differences between abusive treatment, bullying, harassment, sexual harassment and discrimination are explained below.

Abusive treatment: Behaviour that, while not discriminatory, violates a pupil's dignity. Abusive treatment can be:

- physical, such as shoves, kicks, punches and restraint;
- verbal, such as insults, nicknames, sexual profanity, swearing and threats;
- psychosocial, such as facial expressions, sighs, looks, spreading rumours and ostracism;

- through text or images, such as SMS, MMS, email, social media, notes, letters or graffiti.

Abuse that takes place repeatedly over an extended period of time is called bullying.

Everyday disputes

Conflict is a part of everyday life. Sometimes, disputes can result in positive changes or serve as a motivating force for progress. At other times, though, such disagreements can affect people negatively and generate difficult situations that are hard to get out of.

Pupils can often solve disputes on their own, but they sometimes need guidance from adults.

Harassment: Behaviour that violates a person's dignity and is connected in some way to one or more of the grounds of discrimination; sex, gender identity or expression, ethnicity, religious or other beliefs, impairment, sexual orientation or age.

Sexual harassment: A special type of harassment that involves behaviour that is sexual in nature and that violates a person's dignity without being connected with any of the grounds of discrimination.

Discrimination means that someone is put in a disadvantaged position on the basis of any of the seven grounds of discrimination. Discrimination involves power dynamics and can occur only between staff and pupils within the school setting. Discrimination can be direct or indirect.

The seven grounds of discrimination are:

- Sex
- Gender identity or expression
- Ethnicity
- Religion or other beliefs
- Impairment
- Sexual orientation
- Age

3. To pupils, parents and guardians

PUPILS

Pupils and staff are together responsible for ensuring that nobody is treated badly, and to create a school environment where we respect one another. If you notice anyone being mistreated, or if you experience it yourself, you need to speak to an adult at school.

There are many people to turn to, such as a mentor, counsellor, school nurse or the headmaster. Every adult at school is required to listen to you and take action according to what you tell us. Take a look under the "Staff" heading on the school website to find names, phone numbers or email addresses for reaching different people ([Personal Haganässkolan | Älmhults kommun \(almhult.se\)](#)).

PARENTS AND GUARDIANS

In order for our young ones at Haganässkolan to be able to feel secure and enjoy their time here, the pupils, school and parents all need to take joint responsibility. Your task, just as before, is to talk with your child about how to behave toward other people, as well as to help them muster the courage to tell staff at school if they see or otherwise become aware of something that feels wrong. If you suspect that your child or any other pupil at school has been mistreated in some way, we expect you to contact the school, primarily a mentor, the headmaster or a school counsellor.

4. Results of the evaluation of measures taken last year

(What has been done/what remains. Results.)

An evaluation of the objectives and promotional efforts that were decided for Haganässkolan to work on during the '23/'24 school year is presented below. The evaluation is also linked to responses that have been received from this year's *Skoltempen* school survey.

OBJECTIVE 1. Provide tools for pupils to be able to better handle demands and stress they experience in connection with their studies.

I A

Absenteeism procedures

If pupils experience overwhelming stress and feel that they are under too much pressure, it can affect how comfortable and secure they feel at school, which can, in turn, affect the amount of abuse and conflict. Increased absenteeism often increases stress levels. By prioritising, developing and implementing clear and easy-to-understand absenteeism procedures over the coming school year, we aim to improve feelings of security and lower stress levels while contributing to improved well-being. Responsible: Principal and pupil welfare team. Affected staff are responsible for following and working according to the procedures.

EVALUATION

New absenteeism procedures have been developed by the pupil welfare team, which, in connection with this work, has investigated how other upper secondary schools approach absenteeism. A process map has been generated in Infocaption based on the new procedures, and new questions have been formulated for "Notification of Concerning Absence" in Prorenata. The procedures have not been implemented and absenteeism continues to be relatively high at the school. It is planned to implement the procedures at the start of the school year in August 2024.

I B

Stress management

There are a variety of methods and tools that can be used when stress levels rise, such as prioritising, setting up structures and procedures in everyday life, physical activity, reviewing sleep and social media patterns etc.

As school staff, we can raise awareness for and educate our pupils in the use of these tools. As a school, we can also review our absenteeism procedures and ensure that we work together unitedly.

One possible initiative could be shared literature/material with a concluding theme day/lecture. Responsible: Mentors and pupil welfare team.

EVALUATION

In 2024, 323 pupils responded to the *Skoltempen* survey; 53.9% boys and 44% girls. In 2023, 238 pupils responded to the survey. Responses linked to stress included the fact that 41.5% feel that they relax quite poorly or not at all from schoolwork in their leisure time. In 2023, 52% responded that they cannot relax from schoolwork in their free time. During the current school year, when asked about whether there is a calm study environment during lessons, 80.7% rated it as good or quite good. In 2023, the equivalent number was 70.3%.

1 C

Targeted efforts, Year 2

Since no well-being interviews were conducted for Year 1, they will be held with counsellors for all pupils in Year 2 during this school year. The school nurse conducts health interviews with all pupils in Year 1 according to procedures. Responsible: Counsellor

EVALUATION

Well-being interviews have been conducted during the school year; a well-being interview containing the same questions to pupils in Year 2, taking about 15 minutes per pupil. Additionally, it takes time to find suitable opportunities and coordinate with teaching staff. The drawback of these interviews is that it takes time that pupils would normally spend in class, and it adds up to a lot of working hours for the counsellor. The advantage is that a large proportion of pupils get to know the counsellor personally, which will hopefully make it easier for them to seek help in the future in the event they experience mistreatment. Looking forward, well-being interviews should take place on an as-needed basis as a targeted effort toward an entire class.

OBJECTIVE 2. Develop and integrate clear and sustainable procedures to promote pupil welfare.

2 A

Improve cooperation

Pupil welfare efforts must take place on the basis of a common understanding and mutual respect between pupils and school staff. Together, we possess considerable knowledge that can prove valuable in various situations. By making better use of this expertise, we will become even better at preventing and managing abusive behaviour. One measure to facilitate the exchange of knowledge and better implement procedures is to review and make improvements to features in the Teams management system. Relevant information, procedures and other things related to pupil welfare should be gathered to a single location to make it easier to find and to provide a better overview.

A higher degree of cooperation and communication will hopefully improve trust, well-being and security. This, in turn, can result in more pupils having the courage to talk about

any harassment or abuse that has taken place. More misconduct reports would be registered, and it would be possible to both stop and even prevent abusive behaviour from occurring.

The goal is to increase the proportion of pupils who feel that it is possible to receive help from the pupil welfare team when needed and to find effective approaches and procedures for collaboration between the pupil welfare team and other school staff. Responsible: Principal and pupil welfare team.

EVALUATION

At the start of the school year, a comprehensive change was implemented in Teams, and a pupil welfare plan was created and linked through that system. The purpose of the pupil welfare plan is, among other things, to collect everything relating to pupil welfare efforts to a single location to make it easier for teachers to find relevant information.

A new approach has begun to be implemented during the school year called *Öppet EHT* [Open Pupil Welfare Team]. This is a forum for collaboration and discussion aimed at simplifying and also expediting issues relating to pupil welfare efforts. The pupil welfare team is available for two hours each week on two separate occasions, so that, for example, teachers can have greater opportunity to ask for support in matters regarding pupils or to discuss solutions to challenges in the classroom. Staff have evaluated this and some of them see it as a good opportunity and are happy to go there, while others have not been. Several would like there to be other times available next school year, giving teachers greater flexibility to schedule time to go there.

During the school year, the pupil welfare team has continued working with Prorenata, and matters relating to pupils should be reported there. During their evaluation, several work teams emphasise that Prorenata is difficult to use, that it is unclear where cases should be reported and whether they should be reported in Stella or Prorenata.

During the school year, targeted efforts (such as shared lessons) have been made in specific classes. In those cases, a mentor has either contacted the counsellor directly or collaboration has been initiated following the receipt of misconduct reports.

2 B Annual wheel

Continue and complete one of the activities from last school year, which is the annual wheel for how the school should work to promote equal treatment and other preventive and promotional pupil-welfare efforts during the year. Examples of such areas are misconduct reports, stress, diet and sleep. The annual wheel is provided digitally to make it simple to click through exercise suggestions and material that can be used during lessons and mentoring time. Responsible: The school counsellor, specialist teacher and school nurse are responsible for developing the annual wheel and associated tasks. Mentors are responsible for making use of it and asking the pupil welfare team for advice and support as needed.

EVALUATION

The annual wheel has existed since the start of the 2023 autumn term.

In addition to the annual wheel, extra classroom material has been developed on two occasions; the first was in connection with week number 47 "A Week Free from Violence",

and the second was in January due to the school observing an increase in abuse linked to xenophobic attitudes.

In addition to the development of material for use in class, the school health services have worked actively in arranging activities aimed at increasing their visibility while improving overall well-being. Examples include arranging a lecture that deviates from the regular schedule during week number 47, meeting pupils at the start of school on special days and handing out fruit, and inviting field workers and allowing pupils to share thoughts about violence in close relationships.

From the *Skoltempen* survey, it can be seen that most pupils feel secure in class and during breaks; 90.6% and 89.7% respectively. In 2023, the responses were 90.3% and 90.9%. As regards well-being, 82.6% state that they feel happy or very happy at school. In 2023, the number was 82.5%.

OBJECTIVE 3. Expand efforts regarding, and awareness of, the policy to be followed at the time of and following a pupil being subjected to abuse, harassment or discrimination.

3 A

Procedures regarding misconduct reports

During the school year, staff will receive a refresher regarding procedures to follow and the policy for reporting cases via Stella, as well as the process that follows. The procedures must also clarify how receipt notification should be done after a report has been submitted.

In order to systematise this refresher and preserve knowledge, procedures for this should be entered into the annual wheel discussed in Measure 2 B above. Responsible: Principal and counsellor.

EVALUATION

Over the previous year, the number of misconduct reports in Stella has been low (in 2022, there were six reports, and until June 2023, there were three).

In the *Skoltempen* survey, students disclose that 10.2% have been subject to abuse, harassment or discrimination at school during the school year.

63.6% of those who had experienced abuse, harassment or discrimination at school during the school year state that it is other pupils in their class or at school who have mistreated them, and 30.3% state that it is a teacher or other member of staff who has mistreated them.

83.8% know who they can talk to if anyone has been abused, harassed or discriminated against at school. 16.1% are unsure or do not know.

Additionally, 83.8% feel that staff, when made aware of the fact that a pupil has been abused, harassed or discriminated against at school, take action to ensure that it does not happen again. 15.3%, however, feel that this is not really true, and 4.3% say that it is not true at all. 18% do not know whether staff do anything about it.

5. Specific objectives for the current 2024/2025 school year for HN1 and HN2

- 1. Increase the proportion of pupils who feel that school staff take action when abuse occurs and that this action results in a positive change.**
- 2. Increase the sense of belonging and participation. Haganässkolan shall work collectively to generate a general sense that this is a school where all pupils, regardless of study programme or type of education, are equally valuable and are pupils on equal terms.**

6. Promotional and preventive efforts for the '24/'25 school year

(Describe which measures/activities are planned for coming school years. State who is/are responsible for each measure.)

Various initiatives connected to the above objectives are planned for the '24/'25 school year in order to promote equal treatment and prevent abusive treatment, harassment and discrimination. These measures are partially based on this year's school survey along with dialogue with school staff.

Efforts relating to Objective 1: *Increase the proportion of pupils who feel that school staff take action when abuse occurs.*

Procedures

Procedures for misconduct reports should be reviewed and implemented in a structured and clear manner. It must be made clear who is responsible for doing what when a misconduct report has been received, and it is particularly important that the procedures should ensure that a response is given to the affected pupil and member of staff. Responsible: Principals

Efforts relating to Objective 2: *Increase the sense of belonging and participation. Haganässkolan shall work collectively to generate a general sense that this is a school where all pupils, regardless of study programme or type of education, are equally valuable and are pupils on equal terms.*

Collaboration

Encouragement and openness to collaborating across programme/educational boundaries. Invite to and visit each other's programmes, implement joint projects for open house, graduations and/or within UF. This is also something that the students' association can be involved in. Responsible: Principals

Work on core values

Continued collaborative work at the group level on subjects based on the annual wheel. For example, complete class material should be readily available; shared theme days/lectures can be organised; highlight week number 48, "a Week Free from Violence". Responsible: Principals and pupil welfare team

7. Follow-up and evaluation

(Describe how these measures should be followed up, when it should be done, and who is/are responsible for follow-up and evaluation. Pay particular attention to pupil participation. E.g., surveys, meetings, STELLA).

- The person responsible is stated at the end of each measure, and the measures should be followed up by the pupil welfare team. Deadlines for following up should be made clear in the annual wheel.
- Pupils will be able to participate by evaluating the measures in a simple survey or by means of a follow-up at student council meeting and focus groups.
- Figures that can be monitored, such as absenteeism figures and number of misconduct reports will be compiled at the end of the school year.

8. School procedures for participation

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

- The objectives that have been set for the current school year are based on pupils' responses to the *Skoltempen* survey and information provided to staff by pupils during the previous school year.

- Pupils can access the plan by obtaining a printed version, which has the benefit of being able to be taken home with them. The mentor goes through the plan during mentoring time at the start of the school year.
- The plan is always available on the school website.
- Compliance with the plan is ensured by regularly following up the measures.

9. School procedures for reporting and investigation

The school always has an obligation to investigate when someone is made aware that a pupil feels abused, harassed or discriminated against. There is thus no requirement that there be any proof that something has occurred. The purpose of investigation is to gather sufficient information and knowledge about the situation so that those responsible at the school can assess what measures need to be implemented to stop the abuse, harassment or discrimination from happening.

This obligation also includes situations that arise outside of school if they continue during school hours. This could, for example, involve something that happens on the way to and from school or on social media. Procedures for reporting and investigation:

1. A member of staff becomes aware that a pupil feels abused, harassed or discriminated against.
2. The incident is documented in STELLA (incident reporting system), thereby informing the principal of the incident via an email from STELLA.
3. The responsible authority is automatically informed via STELLA. The incident is recorded and a summary is presented to the board of education at its next meeting.
4. The principal promptly initiates an investigation and determines who should participate in it and who should lead it. In the case of discrimination, the investigation is always conducted by the principal or head of division.
5. Parents and guardians must be given access to information about mistreatment that has occurred toward their own child.
6. Measures based on the results of the investigation are taken in cases where it is evident that abuse or discrimination has taken place. The purpose of these measures that are implemented in both the short and long terms is to ensure that the abuse, harassment or discrimination stops.
7. The entire investigation is documented in STELLA, along with attachments as appropriate.
8. In order to ensure that there is no repetition of the mistreatment, the measures should be followed up and evaluated. If it is found that the measures have been insufficient, thought must be given as to what additional measures must be implemented. This should be done within 14 days and documented in STELLA.
9. In the event that a suspected crime has taken place, the police are notified, and it may also be necessary to report the matter to the social services.

10. Other

The School Student Representative (*Barn- och elevombudet* – BEO) or the Equality Ombudsman (*Diskrimineringsombudsmannen* – DO):

Pupils can contact the School Student Representative (BEO) or Equality Ombudsman (DO). They are there for you when you need support and advice. You can call, write or email them.

The School Student Representative (BEO) regarding bullying and abuse

Box 23069

104 35 Stockholm

Email: beo@skolinspektionen.se

Tel: 08-586 080 00 weekdays 09:00 – 12:00

The Equality Ombudsman (DO)

Box 3686

103 59 Stockholm

Email: do@do.se

Tel: 08-120 20 700