

## **EQUALITY PLAN FOR STUDENTS AT KUNGSHOLMENS GYMNASIUM/STOCKHOLMS MUSIKGYMNASIUM 2015**

**According to the Discrimination Law 2008:567 and School Law 2010:800 Ch. 6.**

### **1. Vision**

Every student at Kungsholmen's gymnasium should feel secure.

No one should be discriminated against or harassed due to ethnicity, religion or other belief, gender, transgender identity, sexual orientation, disability or age. No one should be exposed to abusive behaviour.

Kungsholmen's gymnasium is characterized by diversity and tolerance and all students have equal rights to be treated with respect for their individuality.

### **2. Roles and responsibilities**

The **Head Teacher** has overall responsibility that the equality plan is followed.

The **Head Teacher** is responsible for investigating violations that staff may have exposed students to.

**Every member of staff** at the school is responsible for immediately responding to abuse or discrimination and for ensuring that measures are taken to stop this.

The **Work Teams** plan and implement measures to promote wellbeing and security.

**Every Teacher** is responsible that the climate in the classroom is beneficial to learning and to inform the mentor of isolated violations which have occurred.

**Mentors** investigate individual violations between students where the mentor's students have been involved.

**Every Student** promotes a safe and respectful environment among students and reports any violations in accordance with the procedures in this plan. Students are also responsible, together with the teacher, that the climate of the classroom is conducive to studying.

The **Anti-Bullying Team** is responsible for investigating and addressing persistent violations among students. The Anti-bullying team consists of:

Lotte Bellander, Student Counsellor [lotte.bellander@stockholm.se](mailto:lotte.bellander@stockholm.se) Tel: 08 508 38038

Annika Netré, School Nurse [annika.netre@stockholm.se](mailto:annika.netre@stockholm.se) Tel: 08 508 38040

Gary Clarke, Teacher [gary.clarke@stockholm.se](mailto:gary.clarke@stockholm.se)

Peter Sörensen, Teacher [peter.sorensen@stockholm.se](mailto:peter.sorensen@stockholm.se)

### 3. Definitions (according to the Law)

#### 3.1 Discrimination (Discrimination law)

An overall concept of negative and degrading treatment of individuals or groups of individuals based on the seven grounds for discrimination.

#### The seven grounds for discrimination are

1. **Ethnic background** - belonging to a group of people who have the same national or ethnic origin
2. **Religion or belief**
3. **Sexual orientation**
4. **Gender**
5. **Gender identity or expression** – that someone does not identify themselves as male or female, or by their dress or otherwise gives expression to belonging to another sex
6. **Disability** - permanent physical, mental or intellectual limitation of a person's functional capacity
7. **Age**

**Direct discrimination** means that a student is disadvantaged by discrimination based on any of the seven grounds of discrimination covered by the law.

**Indirect discrimination** means that a student is disadvantaged for example by the application of apparently neutral regulations so that they, in effect, have a discriminatory effect.

#### Harassment

Harassment means conduct that violates a student's integrity and is associated with one of the seven grounds of discrimination. Sexual harassment means unwelcome conduct of a sexual nature that violates someone's integrity.

#### 3.2 Degrading treatment (School Law)

Degrading treatment means behaviour that violates a student's integrity. For example

- **bullying**, which refers to someone being subjected to repeated negative actions over a period of time. Anyone who is exposed to this behaviour becomes disadvantaged and feels offended.
- **isolated incidents** where a student gets offended.

Negative actions that may be included in both the harassment and offensive behaviour can be:

Verbal, such as verbal abuse, spreading rumours, nasty text - and image-borne messages, threats

Physical, for example, pushes, punches, damaged clothing etc

Non-verbal, such as ostracism, making faces, sighs, giggles and laughter

## 4. Evaluation of the Previous Equality Plan

### Activities during the year

The school's Equality Plan has been revised in consultation with students and staff during the autumn term 2014, to be implemented in January 2015.

The school has implemented the measures to promote equal treatment and prevent harassment mentioned in the Equality plan. Mentors have dedicated time to work on equality issues in Mentors time. Work teams have put time and energy into activities that aim to strengthen the feeling of community and affiliation with a particular focus on students in year 1.

When evaluating the introductory period we found that the students are very happy with their start at Kungsholmen. 100% of students are very satisfied or satisfied, which is an increase over last year. The team-building day/camps carried out at the beginning of the term and the activities organised by the Student Union are particularly appreciated. Several Student Associations and the Student Safety Representatives have equality and the psychosocial work environment as key issues. The system where two older students help each new class with settling into school and student mentoring are examples of Student Union activities to increase the community feeling and introduce the new students to upper-secondary education and the social activities of the school. The staff actively support this work. Teachers control student placement and group activities in the classroom, so that all students have the opportunity to learn to work with all classmates.

We have had one case of bullying this academic year.

### Results

98% of students report in the 2<sup>nd</sup> year survey that they feel secure and 92% indicate that there is a positive atmosphere at the school. Compared with the average for Stockholm secondary schools, these are very high results. They correspond well with our own Satisfaction Survey which is carried out annually in all classes.

The proportion who are satisfied with the school's work against bullying has increased over the last year, 79% of students are satisfied, compared with 63% last year. The boys are much happier than girls.

63% of students believe that the working atmosphere between students is good, which is a decrease compared to last year.

### Assessment and Analysis of the Results

How can we know what makes for a positive atmosphere in a school? Most probably it is a number of factors which work together to create the experience. There is a feeling of pride about being part of the school which is manifested through many traditions upheld by the staff and Student Union where the aim is to increase the feeling of belonging.

A high proportion of students, who have Kungsholmen as their first choice with high, positive expectations, create a very positive spiral.

The figures in this area have risen since we changed our organization to create work teams. The conclusion is that the organization in teams has contributed to increased satisfaction and security. In

recent years, the teams have included the guidance counselor or school nurse or study counselor as permanent members in addition to the teachers. This has contributed to an increased focus on preventive measures to create a good school environment.

The anti-bullying team's efforts to become more visible in various contexts may be a partial explanation to the students being more satisfied with the school's efforts to combat bullying. Knowing that there is an organization may be positive for the students. Even the proactive process of inclusion in the interaction between teachers and the Student Health Team may have influenced the positive result.

However, we need to look more closely at the difference in perceptions between boys and girls expressed in the different surveys. There is also variation between different classes that need to be addressed and worked with.

We have decided to conduct the Student satisfaction survey earlier in the school year so that we become aware of any problems at an earlier stage.

## 5. Actions planned for 2015

### 5.1 Measures to promote equality and prevent harassment and offensive behaviour

<b>Actions</b>	<b>When</b>	<b>Responsible</b>
All personnel are informed about the Equality Plan and the school's work to follow it.	August	Head Teacher
Students in 1st year receive information about the Equality Plan from their Mentors. The Mentors use lesson time or Mentor's time to work with situations/case studies in order to increase student awareness about issues in this respect. This is even done in 2rd and 3rd year.	September and throughout the school year	Mentor
Plan and carry out activities where students from different classes and sections of the school are involved in order to promote student security and feeling of wellbeing.	August, E-block, Events in the school calendar year	HeadTeacher, Work Teams, Student Union
Plan and carry out activities to promote the feeling of fitting in with the class.	Throughout the school year	Mentor, Work Team
Organise classroom activities so that students can get to know one another better (Teacher decides where students should sit in the classroom, which students should work together in groups etc) particularly in 1 <sup>st</sup> year.	Whole of 1st year, 2 <sup>nd</sup> and 3 <sup>rd</sup> year when required	Mentor, course teachers
The School grants leave of absence on days for religious celebrations		Head Teacher, Mentor
Regularly check how the feeling of wellbeing and security is in the class		Mentor
Carry out a survey for all students regarding wellbeing and security, and go through the results	Autumn term	Student Counsellor,

		Mentor
Notices in the school giving information about how to act if you witness/experience offensive behaviour		Head Teacher, Student Counsellor
Increase awareness regarding the student associations and societies important function in the prevention work regarding wellbeing and security of students.		Head Teacher

## 5.2 Emergency measures to prevent harassment and offensive behaviour

All staff **have a duty to intervene** when you see or hear an incident where a student is exposed to inappropriate behaviour by a pupil or a member of staff. There should be **zero tolerance** of bullying, harassment and abuse.

### 5.2.1 Harassment between students

- When a member of staff becomes aware of harassment, it is reported to the students' mentors.
- If an isolated incident has occurred then the mentor has a meeting with the student who carried out the harassment, and notifies the home if the student is under 18. The Mentor of the victim has a follow up meeting after a week. The meetings are documented and submitted to the Head Teacher for recording.
- When a member of staff suspects **repeated** harassment, the Student Health Team or the Head Teacher should be contacted immediately.
- When a student suspects or knows that another student is a victim, contact should immediately be made with either:
  - Lotte Belander, Student Counsellor or Siri Carell, School Nurse
  - Teachers
  - Head Teacher

**Students who report incidents can do so without fear of being exposed if this is what they request.**

**In case of suspected repeated harassment/bullying among students the anti-bullying team investigates immediately and will follow the procedure below:**

1. A meeting with the victim where the anti-bullying team collects information and then decides, together with the student, how they will work with the incident.
2. Individual interviews with the student(s) who carried out the harassment.
3. If the student is under 18 years old, the parents/guardians of students involved are informed taking regard to the victim student's wishes.
4. A follow-up meeting individually with the people involved after 1-2 weeks and then with the victim to ensure that bullying/harassment has ceased.
5. The victim and the person(s) who carried out the harassment are offered meetings with the Student Counsellor.

6. If the bullying/harassment does not cease despite the above measures, the pupil is called to a meeting with the Head Teacher, parents/guardians (if under 18) and Student Health Team. An Action Plan may be written where considered appropriate.
7. The Head Teacher is responsible for any notifications to the police or social services.
8. Incidents will be reported to the representative of the Local Authority, Peter Lyth, by the Head Teacher.
9. The Student Health Team documents the investigation and these records are held by the Student Counsellor.

#### ***5.2.2 Harassment by Member of Staff – Student***

- The Head Teacher investigates, documents, and takes action where a student feels they have been subjected offensive treatment by a member of staff.
- There should be no reprisals on a student who has been a victim of offensive behaviour and has reported a member of staff in the School for this reason or who has participated in an investigation.
- The Head Teacher assesses whether the case should be reported to the police and/or be subject to disciplinary action.
- The Head Teacher will inform the representative of the Local Authority, Peter Lyth.

#### **6. Evaluation and work on the development of this plan**

These measures will be followed up in a questionnaire on security and satisfaction, course evaluations, the 2<sup>nd</sup> year survey and evaluation of the anti-bullying group's work for 2015. The working group which drew up this plan consists of representatives from the School Management Team and the Student Health Team. The plan has been sent for comment to the students in Mentors' time and in the School Conference.

*Adopted by the School Conference 20<sup>th</sup> January 2015*