

Equality and Anti-Discrimination Plan

Plan for active measures to promote equality and prevent and remedy discrimination, harassment and abusive treatment.

Academic year 2022-23

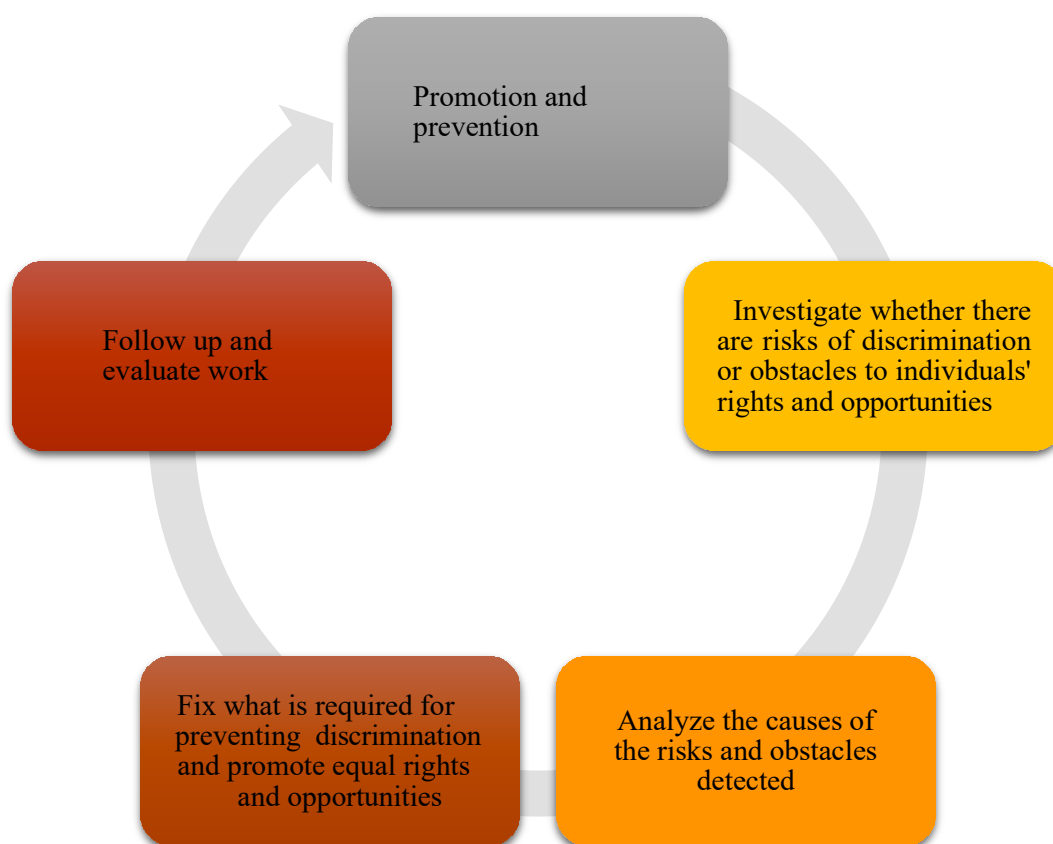


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Attachments: 1) Documentation at the start of the investigation 2)

Investigation Area of activity: Upper secondary school administration

Diarienummer: MK GGN 2022/00268-1

School Board: 2022-09-28

Values

Our vision is that every student should develop to their full potential and our activities are characterized by the keywords safety, respect, commitment and quality (in Swedish called TREK).

We are all equal. We do not subject each other to bullying, racism or abuse. We show consideration for each other and appreciate each other's differences. We are all responsible for our common work environment. We cooperate and help each other.

Ruling Documents

The school shall work to promote equal treatment and prevent discrimination, harassment and offensive treatment. These provisions are regulated in the *Discrimination Act* (2008:567), *the Education Act* (2010:800) and the curriculum *Gymnasieskolan 2011* (GY 2011).

The Convention on the Rights of the Child (Human Rights for Children) also forms the basis for Mora gymnasium's work on basic values.

Definitions

Discrimination

When we talk about discrimination, we mean both direct and indirect discrimination. The difference between these is that in direct discrimination someone is disadvantaged by being treated worse than someone in a comparable situation and in indirect discrimination they are disadvantaged by the application of a provision, criterion or practice. Furthermore, discrimination is also about lack of accessibility when a person with a disability is disadvantaged because accessibility measures have not been taken to put the person in a comparable situation to a person without a disability.

Discrimination is also referred to when it comes to harassment and sexual harassment. Both of these are about violation of someone's dignity and where sexual harassment refers to when someone's dignity is violated by conduct of a sexual nature.

Finally, discrimination also refers to instructions to discriminate, as described above, that are given to someone who is in a relationship of obedience or dependence to the person giving the order or instruction. ¹

¹ http://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/diskrimineringslag-2008567_sfs-2008-567 retrieved 2018-09-29

Grounds for Discrimination

There are seven grounds for discrimination that are regulated in the Discrimination Act (2008:567) 5§ and these are:

1. 'gender' means that someone is a woman or a man;
2. transgender identity or expression: that someone does not identify as a woman or a man by their clothing or otherwise expresses belonging to another gender;
3. 'ethnicity' means national or ethnic origin, colour or similar relationship;
4. religion or other belief;
5. 'disability' means any permanent physical, mental or intellectual limitation of a person's functional capacity which, as a result of an injury or illness existing at birth, has arisen subsequently or is likely to arise;
6. 'sexual orientation' means homosexual, bisexual or heterosexual orientation; and
7. Age: life expectancy.

Anyone who intends to change or has changed their gender is also covered by the ground of discrimination gender. Act (2014:958)²

Abusive treatment

Abusive treatment is defined as: "conduct that violates the dignity of a child or pupil."³ Abuse can involve saying derogatory things, spreading rumors, ostracizing, ridiculing someone or committing physical acts against someone. Violations may be of such a nature that they occur occasionally or are systematic and recurring.⁴

Bullying

If abuse against a student is repeated and happens again and again, it is called bullying. Bullying is when one or more individuals repeatedly offend another individual by inflicting physical harm or other discomfort, such as derogatory comments or social isolation.

Harassment

Is an act that violates someone's dignity and it can be comments, gestures or ostracism.

Act

If a student feels violated or exposed, contact the student supervisor or the student healthcare team.

² http://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/diskrimineringslag-2008567_sfs-2008-567 retrieved 2018-09-29

³ <https://www.skolinspektionen.se/sv/Rad-och-vagledning/Stallningstaganden/Krankande-behandling/> retrieved 2018-09-29

⁴ <https://beo.skolinspektionen.se/sv/fragor-och-svar1/fragor-och-svar1/vad-ar-skillnaden-mellan-harassment-and-abusive-treatment/> retrieved 2018-09-29

Head of School

The organization looks as follows:

Gymnasiechef Lena Rowa
Rector Susann Frost
Vice Principal Johan Ekstrand Vice Principal Magnus Andersson Vice Principal Linda Klarström Vice Principal/Head of Sports Fredrik Svensson Vice Principal/Head of Sports Rickard Åström

Healthcare Team

Mora Gymnasium's student healthcare team includes principals, special needs pedagogs, guidance counsellors, school nurses and counsellors. There is also access to a school doctor and school psychologist.

Responsible for student health: Susann Frost
Vice Principal Johan Ekstrand Vice Principal Magnus Andersson Vice Principal Linda Klarström Vice Principal/Head of Sports Fredrik Svensson Vice Principal/Head of Sports Rickard Åström Special needs pedagog Terese Fredriksson Special needs pedagog Åsa Rensberg Guidance counsellor Madeleine Thoors Eva-Marie German Kari Martis Louise Wesström Curator Lena Järnberg Curator Maria Grund Curator Sara Karlsson Bogg School nurse Anita Larsson Develius School nurse Anna Sohlin Lindqvist

Responsibilities

What?	Who/which?	When?
Revision of the equality and anti-discrimination plan	Principal in charge	Autumn
Information for staff about the plan and case process	School Management	Autumn
Informing staff of priority objectives relating to promotion and prevention;	School Management	Autumn
Planning of promotion measures	Healthcare Team	Ongoing during the year
Planning of preventive measures	Healthcare Team	Ongoing during the year
Receives and investigates reports of violations.	Student supervisor and assistant. Head of the programme	Ongoing during the year
Compiles and analyzes survey results	Vice principal of the program	In connection with the implementation of the survey
Student council representative meeting with school management	Vice principal of the program	About 1 times / month
Compiles and analyzes from class councils, student councils, school management	Vice principal of the program	About 1 times / month
Compiles and analyzes results from class visits	Vice principal of the program	Ongoing during the year

Current situation

During the last academic year, the school has had a mix of distance and contact teaching. The pandemic has affected results, well-being and experience both positively and negatively.

Study environment and promotion of equality

- TREK, safety, respect, commitment and quality. The school staff works with TREK at the start of the autumn semester and on resource time. At the same time, TREK will be integrated into the daily operations.
- The material below has been collected via the student questionnaire that was conducted during the spring semester 2022. A total of 611 students out of 1100 responded, which is a higher response rate than the year before. The distribution of students by year was as follows: year 1 42%, year 2 32%, year 3 25%, year 4 0.5%
- 91% of students state that they feel safe at school. The Covid-19 pandemic has contributed to increased insecurity. Students experience increased security when classrooms are left unlocked.
- 15% state that they have been subjected to abuse at school during the last school year. The majority of violations are verbal and psychological. The violations are usually about appearance, clothing style, interests, etc.
- 82% of the students know who in the staff they should turn to if they are treated badly and 70% feel that the staff reacts on when a student is treated badly. Here, the students state that it depends on who in the staff they talk to.
- 38% of the students state that they are not aware of the equality plan.

Pedagogy and study environment

- 22% of the students feel that there is always a good study environment in the classroom, 54% that it often is and 4% that it never is. What the students are asking for is that teachers should more often react on when someone is disturbing and have shorter briefings.
- 53% of students are motivated for their studies. What the students describe as obstacles to motivation are stress, mental illness and dissatisfaction with earlier mornings.
- When asked if students discuss with their teachers how they improve their learning, 68% answer that they always or often do.

Procedures when detecting discrimination and abusive treatment

Procedures in case of suspicion of discrimination and abusive treatment are about mapping what has happened. Mapping can be done by student supervisors, student coordinators, student healthcare team or principals. The head of the programme has overall responsibility for the mapping. If a crime is suspected, the matter is reported to the police. (see Appendix 1)

Promotion and prevention

Promotion efforts are about identifying and strengthening the positive conditions for equal treatment in school activities. The work is based on the school's overall mission to promote democratic values and human rights.

- TREK – the school's watchwords: safety, respect, commitment, quality. Permeates all activities.
- The students have meetings with the healthcare during year 1 with the school nurse.

- Study and career counsellors have discussions in grades 1 and 3. Individual calls can be booked.
- MVP is a project that began in the academic year 21/22 and will continue this academic year. MVP stands for mentors in violence prevention and is several lessons the students get to take part in regarding that topic.
- Actions in the canteen have been initiated to create a better environment for the students.
- "Love is free". This is a collaborative project with Save the Children (see more info below).
- Curators are available to all students when needed at both individual and group level.

Participation

Pupils' participation is crucial for the promotion and prevention work. At the start of the academic year, the work on basic values begins by all students working with the key words, our common values and equal treatment plan during the resource period. Furthermore, students participate in student councils, class councils and various activities linked to the core values. During the spring term, a survey of the current situation at the school is carried out, it is done through year-specific student surveys that measure security and well-being, among other things.

Guardians are invited to a parent meeting in year 1 where information is given about the school's values, well-being rules and the plan for equal treatment against discrimination and where it can be accessed. Guardians have the opportunity to submit comments. Every two years, the staff conducts an employee survey that includes questions within our core values.

Active measures on the grounds of discrimination Presentation of the grounds for discrimination and review of the plan for equal treatment against discrimination, with pupils and staff.

Student counsellors review the plan and grounds for discrimination at the start of the academic year and gather opinions. The Vice principal reviews the plan and the grounds for discrimination for staff at the start of the working year.

"Love is free" aims to work on issues of basic values based on different themes of love. "Love is free" is carried out every academic year with all classes in year 2 and all classes at the Introductory Program and Special Needs Upper Secondary School. All year groups take part in the lecture that takes place during the week.

Religion Day is a day that is carried out every school year for those students who study religion during the school year (which everyone does at some point during their high school years). The purpose of the Day of Religion is to promote understanding of different faiths and through it promote tolerance and humanity. The UN School also works for tolerance, humanity and everyone's equal value.

Vegetarian food is served daily in the school canteen. The purpose is to enable students to choose for themselves.

Adaptations and support are something that the school's student healthcare team works actively with in terms of student support efforts. Students who have problems in the school situation for one reason or another are noticed early on through absence reporting and notifications to the student health team.

Mapping

An overall survey is largely based on structured student questionnaires each academic year. The work with equal treatment is something that is mapped and worked with daily in the business.

Information is also continuously collected in various forums, for example via student councils, class visits, etc.

Analysis and active measures

Analysis of student questionnaire has been carried out at both organizational and program level. The students have received feedback on the questionnaire and it has been given the opportunity to analyze the results by class. Work has begun to remedy what has emerged as inadequate. The dining hall has stood out and work has begun to find a better environment for the students, including the construction of a partition. Something else that has emerged as inadequate is that it is difficult to find your way around the school, signs have now come up.

The survey reveals many comments that indicate high stress among students and increased mental ill-health. The student healthcare team have been expanded with another counsellor.



DOCUMENTATION AT

INVESTIGATION INITIATED IN ACCORDANCE WITH THE EQUALITY PLAN

Date:	
Dnr:	Dp:

Date:

Principal in

charge :

The investigation initiated by :

Date:

Signature of the principal:

Name (texted):

This form is used to document that an investigation according to the equal treatment plan is to be carried out.

The above information is filled in and then the form is submitted to the register for registration and submission of delegation matters to the board.

The registrar submits a copy of the form with the reference number to the vice-chancellor, who is responsible for the investigation being carried out.

The report is documented on the form "Investigation in accordance with the equality plan".

After each new documentation in the case, a copy is submitted to the registrar.



INVESTIGATION I ACCORDANCE WITH EQUALITY and ANTI-DISCRMINATION PLAN

Date:	
Dnr:	Dp:

When an investigation in accordance with the Equality and Anti-discrimination Plan is initiated, the notification to the principal must be made immediately. This is done on the form: "Equal treatment plan documentation at the start of an investigation".

The exposed:	
Alarm from:	Date: Signature:
This has happened according to the complainant:	Date: Signature:
This has happened according to the victim:	Date: Signature:
This has happened according to third parties:	Date: Signature:
This has happened according to the complainant:	Date: Signature:
Investigator's assessment:	Date: Signature:
The investigation concludes:	Date: Signature:

In case of established violation/suspected bullying

Vice principal informed Date:

Contact with Parent Date:

Curator contacted Date:

Follow up 1:	Date: Signature:
Follow up 2:	Date: Signature:
Investigator's assessment:	Date: Signature:

Measure

Submitted to Curator Date:

Case to EHT Date:

Action programme drawn up Date:

Investigation ends Date:

Copy to Vice principal Date:

Signature	Name (texted)
Date	