



EQUAL OPPORTUNITIES PLAN

Prevent discrimination, harassment and degrading treatment

Promote equal treatment

This plan is valid for the school year 2016- 2017, and will be revised annually in cooperation with students and staff at the school.

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Chapter 1 - Introduction

1.1 Introduction

The management and staff at ISGR denounce all forms of discrimination, harassment and degrading treatment. Our aim is to create an environment that encourages togetherness, creates a feeling of wellbeing and provides the prerequisites for personal growth.

This equal opportunities plan was developed during the school year 2015-2016. Work on the plan began in spring 2011 when the student council at Götaberg and Friendly Voices took part in the preparatory work. All interested parties at the school, in different contexts and in various ways, have talked about what they perceive as important to include in such a plan. We have worked in different groups with staff and pupils.

The basic material of the plan is very comprehensive and has to be comprehensibly processed in terms of language and structured by the steering group.

A key aspect of this plan is *respect*. The children and young people, in various groups and at various times, have had to think about the notion of respect. Chapter four begins with a summary of what the school's students mean with the term *respect*, the degree to which they perceive their work environment as respectful and how, when they don't, wish to change it.

1.2 Objectives and Core Values

As an organisation, ISGR is imbued with a democratic approach. Everyone, both students and staff, should feel secure, respected and involved in the activities, in order to create an open working atmosphere with an international approach, where personal growth is encouraged in each individual. The school shall actively promote a greater tolerance for social diversity and combat all forms of discrimination and other degrading treatment.

Everyone should feel that they have the same rights and responsibilities in school regardless of gender, ethnicity, religion or other belief, sexual orientation or disability.

All students and adults must be treated with respect and consideration and surrounded by a healthy environment. Everyone at ISGR/IHGR shall work towards ensuring that violations do not occur. Each incident of degrading treatment must result in a reaction from the adults at the school and at home.

The principle of equal opportunities should permeate all school activities.

1.3 Division of responsibilities

The principal is responsible for ensuring that

- All staff, all students and guardians are aware that discrimination and degrading behaviour is not allowed in school.
- Planned and documented work is carried out to promote equal treatment and prevent degrading treatment.
- An annual plan is drawn up, evaluated and revised in collaboration with staff, pupils and guardians.
- An investigation and follow-up is carried out if the school becomes aware of the occurrence of discrimination, harassment or violations.
- The school has a model for the documentation of such incidents.

Staff members are responsible for

- Complying with the school's equal opportunities plan.
- Questioning and reflecting upon the norms and values communicated and endeavouring to ensure equal treatment.
- Being sensitive to the atmosphere at the school and how the social interaction in classes and after-school activities work.
- Together with the students, developing class and school rules of conduct.
- On a day to day basis, talking with the students about conflict resolution and calling attention to violations.
- Taking action when discrimination or degrading treatment is suspected, reported or detected.
- Documenting cases of discrimination or degrading treatment.
- Following up cases under investigation, of discrimination and degrading treatment.

The staff at the school expects parents

- To denounce discrimination and degrading treatment that occurs in school.
- To stand up and work with the school with regard to handling potential degrading treatment.
- Support their children into becoming good friends.

The staff at the school expects students

- To denounce discrimination and degrading treatment that occurs in school.
- To be good friends and comply with school and class rules.

Chapter 2 - Laws and Concepts

2.1 Legal Area

From the Swedish Discrimination Act 2008:567 (Chapter 3, active measures) Section 16:

An education coordinator referred to in Section 14 shall annually draw up a plan with an overview of the measures needed to promote equal rights and opportunities for the children, pupils or students who are participating in or applying to the organisation, regardless of gender, ethnicity, religion or other belief, disability or sexual orientation, and prevent and preclude harassment as referred to in Section 15. The plan shall include a report as to which of these measures the education coordinator intends to commence or implement over the coming year.

An account of how the planned measures in accordance with the first paragraph have been implemented shall be included in next year's plan.

From the Swedish Education Act 2010:800 (Chapter 6, measures against degrading treatment) Section 8:

The Principal shall ensure that each year a plan is drawn up with an overview of the necessary measures for preventing and hindering degrading treatment of children and students. The plan shall include a report as to which of these measures it is intended to initiate or implement over the coming year. An account of how the planned measures have been implemented shall be included in next year's plan.

At ISGR we have decided to incorporate the two plans into one. This is the most common approach:

From ***General recommendations for promoting equality and preventing discrimination, harassment and degrading treatment:***

“In order to obtain clarity and a systematic approach in the planning process, these can be combined into a single plan. No matter what the plan is called; it is important to make clear that it covers both areas of concern. These are the work on equality and against discrimination as well as work against degrading treatment. The principal rule is that there should be a plan for each individual activity.”

2.2 Key ideas and concepts¹

The right to equality of treatment is one of the fundamental human rights. All students in the school should have the same rights – girls and boys and regardless of gender identity or expression, ethnicity, religion or other belief, functional impairment, sexual orientation or age. The students also have the right to be in school without being subjected to harassment or degrading treatment.

According to the Swedish Discrimination Act and the Swedish Education Act, the school must actively work to prevent and protect children, students and adult learners from being subjected to discrimination, harassment and degrading treatment. Neither may the school subject children, students or adult learners to reprisals.

Discrimination, harassment, degrading treatment and reprisals are key concepts in the Swedish Discrimination Act and the Swedish Education Act.

2.2.1 Discrimination

Discrimination is when the school, for unjustified reasons, treats a student in an inferior way to other students and the unfair treatment is associated with gender, gender identity or gender expression, ethnicity, religion or other belief, functional impairment, sexual orientation or age.

Discrimination could for example occur through school rules or procedures. A student may also suffer discrimination if he or she is discriminated against because of a parent or sibling's sexual orientation, functional impairment, etc. Discrimination can be either direct or indirect.

Direct discrimination

Direct discrimination means that a student is disadvantaged and this has a direct connection to e.g. the student's gender. One example may be when a girl is denied access to a particular upper secondary school programme on the grounds that there are already too many girls on this particular programme.

Indirect discrimination

It is also possible to discriminate by treating everyone equally. This is what is called indirect discrimination. This occurs when the school applies a rule or a procedure that appears to be neutral but which in practice, disadvantages a student on the basis of gender, gender identity or

¹ The entire section "Key ideas and concepts" is taken from the Swedish National Agency for Education's web material, see: <http://www.planforskolan.se/sv/Likabehandlingsplan/LP/skola/Start/Viktiga-begrepp/>

expression, ethnicity, religion or other belief, functional impairment, sexual orientation, and age. If, for example, all students are served the same food, the school may indirectly discriminate against those students who, because of religious reasons or because of an allergy, require other food.

2.2.2 Reprisals

Staff may not subject a student to punishment or other forms of negative treatment because the student or guardian has notified the school of discrimination or drawn attention to the existence of harassment or degrading treatment. This also applies when a student, e.g. as a witness, participates in an investigation relating to discrimination, harassment or degrading treatment. Prohibition against reprisals can be found in Chapter 2 Section 18 of the Swedish Discrimination Act and Chapter 6 Section 11 of the Swedish Education Act.

2.2.3 Harassment and degrading treatment

A common feature of harassment and degrading treatment is that it is conduct that violates a student's dignity. Harassment and degrading treatment could be:

- Physical (hitting, pushing)
- Verbal (threats, swearing, nicknames)
- Psychosocial (ostracism, grimaces, everybody goes when you arrive)
- Texts and pictures (drawings, notes, SMS, MMS, photos, MSN and messages on various web communities).

Both school staff and students are capable of acting in a manner that may be perceived as harassment or degrading treatment.

Harassment

Harassment is defined in the Swedish Discrimination Act as conduct that violates a child's, a student's or an adult learner's dignity and which is related to any of the grounds of discrimination, gender, gender identity or expression, ethnicity, religion or other belief, functional impairment, sexual orientation or age.

It may include the use of ridicule or disparaging generalisations such as "female", "homosexual" or "Bosnian" characteristics. It could also be about someone being called "wog", "retard", "queer", "whore", or similar. It may also be a case of ignoring, ostracising or someone whistling, staring or making offensive gestures and is associated with one of the grounds of discrimination. What is common in cases of harassment is that it makes a pupil or student feel insulted, threatened, violated or mistreated.

It is also harassment when a pupil is violated because of a parent's or sibling's sexual orientation, functional impairment etc.

Sexual harassment

Harassment may also be of a sexual nature. This is then called sexual harassment. This may involve unwelcome touching, groping, jokes, suggestions, looks or images that are sexually explicit and perceived as degrading. It may also be about sexual jargon.

Degrading treatment

Degrading treatment is defined in Chapter 6 of the Education Act as conduct that violates a student's dignity, but has no association with any form of discrimination.

Examples of events that may be what the law terms as degrading treatment:

- Carl was often contacted via MSN by pupils at school. There, they call him "moron" and "fatty". They have also posted images of Carl on a social network website. The images have been taken in the shower after gymnastics.
- Lisa is noisy in the classroom and won't calm down despite being told by the teacher. A quarrel arises between them and ends with the teacher giving Lisa a slap.
- Oliver has stopped asking if he can join in and play during the breaks. He'd rather be alone than have to hear the others saying he can't join in. School staff members think that Oliver is alone because he wants to be. "He's a loner", says his class teacher. Oliver can't face having to explain how it really is.

Chapter 3 - Evaluation of the School Environment

3.1 Campus Safety Rounds

Each year Campus Safety Rounds are carried out on both campuses by student groups. The technique is adapted to the abilities and needs of each age group.

At Guldheden the walk is carried out with the student council in two grade-level categories: 1-3 and 4-5. Both groups are accompanied by an adult who keeps notes.

At Götaberg, preparatory work for the Campus Safety Round is carried out by the student council, which marks critical points on drawings of both the indoor and outdoor environments.

An initial walk then takes place in groups of 5 boys and 5 girls. The intention is to make an assessment of the marked locations. Then, in a second phase, each student carries out a renewed individual assessment using the new drawings. It is these individual assessments that have been an important part of the basis for this plan.

3.2 Discussions of the Relevant Concepts

In order to get a common understanding of relevant concepts such as respect, safety, discrimination etc., student discussions are in two steps planned. The first step is discussions with the student council at Guld and Friendly Voices/Student Council at Götaberg. Relevant parts of these discussions will be incorporated into the EOP under 4:1.

3.3 Situation analysis and vision

Using the results of the Campus Safety Round and the discussions in the student council, Friendly Voices and classes, the students have analysed the situation at the school. The students' thoughts on this are documented in Chapter 4.3. The students' views on how things should be are documented in 4.4 campus-wise.

3.4 Emotional understanding and illustration

In order to develop a deeper conceptual understanding of what we want to achieve at ISGR there are theme days when students deal with important issues and concepts in practical workshops (EOP days).

The legally based grounds for discrimination according to the Swedish Discrimination Act are considered appropriate to work with in the following grade-level groups according to the reasons stated below:

- | | |
|--|-------------|
| ● Gender | Year 9 |
| ● Gender identity or gender expression | Year 8 |
| ● Ethnicity | Years 5 & 6 |
| ● Religion and other beliefs | Years 3 & 4 |
| ● Functional impairment | Year 7 |
| ● Sexual orientation | Year 8 |

Gender, Year 9

The students in Year 9 have had practical work experience and have started to look forward to working life. The LGR 9 students are preparing for the Swedish Scholastic Aptitude Test and both sections are considering their choice of upper secondary school. It takes maturity to understand the consequences of gender discrimination and how this effects choices for the work environment.

Gender identity/sexual orientation, Year 8

The students in Year 8 are a little older and in the spring will be having Love Week (a major project in several subjects) and will be working with the subject of the body in biology. In Year 8 a joint health project will be carried out in several subjects.

Disability Year 7

Teenagers in transition; they have seen quite a few disabilities, ADHD, dyslexia, visual impairment etc and have started to record and reflect on differences.

Ethnicity, Years 5 & 6

At this age you start to become more aware of differences based on ethnicity.

Religion, Years 3 & 4

There is a possibility to look at the range of beliefs and perspectives that can appeal to students in grades 3 and 4.

Guldheden campus – how we work with community building and well being for the students in the year 2016-17.

The students at Guldheden campus are working with the profile words from the IB – caring and principled and the theme, ‘being a caring and principled learning community’.

‘Caring’ – We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

‘Principled’ - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

The students will talk about and work with the EOP plan through themed weeks – health week in September and community week in April. This work will be done both section wise and ‘cross team’, and do activities together collaboratively.

Chapter Four – Annual Concept (Hopes and dreams for school at Guld for 2014-15)– We will update this after the December EOP day)

4.1 Annual Theme

This section gives more detail about our annual theme. During the school year 2015-16, the students at Guld worked with the theme, ‘building community’. The students worked together in cross team groups, made displays together and celebrated a community week with shared activities.

4.2 Our Thoughts on ‘Building community.’

Sounds like: friendly language, talking not shouting, speaking with respect to each other, kind words, people are listening to each other, laughing and everyone enjoying themselves, encouraging words to each other.

Feels like: it will feel safe and friendly, no one should feel scared or feel like they don’t belong, everyone can be involved in games and in groups, it should feel fun for all children in school, everyone is accepted for who they are.

Looks like: clean and nice in the corridors, students and teachers are walking and being calm inside, nice pictures on the walls of our work, clean toilets, fun things to do in the school yard.

4.3 This is What it’s like at ISGR

EOP safety survey that was completed by each and every child in the school (these are a series of quotations)

- We feel safe at school and in lessons at ISGR.
- We feel safe in our school. We enjoy going.
- We feel safe on the yard and on the football pitch most of the time.

- Sometimes there are conflicts between the Guldhedsskolan kids and us. Or between the LGRP students.
- We feel that adults listen to us mostly. Sometimes though, we feel that teachers don't listen to our problems or understand me.
- The changing rooms in the PE hall are messy and noisy, and sometimes my things go missing. There can be arguments there and children being silly.

4.4 This is how we would like it to be at ISGR

These are a series of quotations:

- Better school playground, more pictures on the playground, more equipment, better food.
- New people to feel welcome.
- We look after each other.
- We want teachers to be outside during playtimes and we want them to help us in the changing rooms if we need it.
- We want the corridors to be calm and quiet, with no running and no one playing with balls inside.

Chapter Five - Detection and Resolution

Routines for checking on student well-being:

a) Special routines for new students

- Initial family visit
- Safety and how students feel about school is taken up at the first developmental talk
- Extra support from the English as Another Language teacher where appropriate
- The class teacher/advisor has close contact with the family through emails etc.
- Staggered start for the Kindy class

b) Routines for the whole school student population

- Feelings of safety and well-being are taken up in the student development discussion.
- Regular discussions with individual students in class.
- Morning meetings using "Responsive Classroom" (Guldheden Campus), Friendly Voices at Göta.
- Social wellbeing survey EOP done with all children.

- Attention to a change in behaviour.
- Documentation and surveying.
- Dialogue with families.
- Absence statistics with follow-up.

Responsibility: All staff

Procedures for investigation and documentation of single incidents and repeated incidents and/or violations.

1. The school or PAL are informed if an incident or violation occurs. The mentor/class teacher is contacted as soon as possible.
2. An investigation is carried out immediately to find out what happened.
3. Affected students must provide their view of how they perceive the situation.
4. This work must be documented in and **Incident Report** and we follow the procedures outlined below.
5. If the violation is temporary and is considered to be less serious, we try to get the students to personally take responsibility for ensuring that it is not repeated.
6. The situation can then be regarded as resolved.

If, however, the investigation reveals that there is a serious or repeated violation, the following procedures must be complied with.

Procedures for action, follow-up and evaluation for repeated incidents or violations:

1. Concerned parents to be contacted.
2. Together with students and parents the school prepares an action plan. In this document there should be a timetable for the discussion with affected students and follow-up discussions with students and parents. The action plan will include what is being done at individual, group and school level.
3. The action plan is put into practice.
4. The parents involved, shall be contacted regularly and kept informed about how the plan is proceeding.
5. Monitoring and evaluation of the plan takes place together with involved students and parents.

Responsibility: Staff in child groups/ student groups and the Student Support Team.

Discussion methods

When we talk with the children, regardless of whether it is about the subjected student or the perpetrator, we avoid 'why' questions. They signal that we are already clear about what has happened and that we apportion blame. We try to find out what has happened but use expressions such as "in your opinion" or "how do you experience .." etc. The idea is that we will clearly indicate that each individual always experiences a situation uniquely and that the focus is not to identify a guilty party but to look ahead and create new solutions.

The person/persons responsible for the investigation (investigator) talks to the victim in order to carry out a reconstruction of the event:

- What has happened?
- When did it happen?
- How did it happen?
- Who took part?
- Possible reasons for the incident?
- Has it happened before?
- How does it feel right now?

Other actions when a harassment /bullying violation has occurred.

1. All relevant staff at the school to be informed.
2. Other students to be informed by their teachers, insofar as contributing positively to the situation.
3. Involved students shall be guaranteed protection and an adult should be nearby especially during breaks.
4. A temporary redistribution of resources at the school should be carried out if necessary.
5. The Principal shall be kept informed of the proceedings at all times.
6. The Swedish Work Environment Authority (Arbetsmiljöverket) shall be informed of events, which involved serious danger to life and health. If the offence could lead to sanctions in accordance with the Criminal Code, the Principal should consider notifying the police and/or notifying social services.

Other situations regarding harassment /bullying

Procedures for investigation when a student has been subject to a violation by a member of staff

1. The Principal receives notification. The notification comes from a student, parents, other students or staff.
2. The Principal talks to the student, the conversation is documented and signed.
3. The parents are informed if there is any suspicion of degrading treatment.
4. The Principal talks to the relevant staff. The conversation is documented and signed. The staff member is asked to change his or her attitude towards the student, he or she is also asked not to take up the matter with the student in e.g. a private conversation, this being due to disequilibrium in the balance of power arising from such a conversation.
5. After the staff member and student have met for up to max 1-3 days, they will be called to new individual discussions with the Principal. Parents may possibly participate in the case of younger children.
6. Attempts will be made at “reconciliation talks” between the staff member and student, if necessary. If necessary relevant staff may assist, e.g. from Student Health. Parents are informed and given the opportunity to participate.
7. In cases where the situation is solved, parents are contacted to inform them about what has happened and any action taken. Further follow-up takes place after 4 weeks.
8. If the relevant staff member(s) is/are unable to sort out the situation, the following shall take place:

The Principal talks to the teacher, a counsellor and possibly a union representative may take part in the discussion. A preliminary solution for the student is counselling sessions. If the situation cannot be resolved, the Principal is responsible for ensuring that the staff member in question is given other duties and contacts the human resources department.

Procedures for investigating the opposite situation, i.e. when the employee is subjected to degrading treatment by a student or a class

1. The Principal receives notification.
2. The Principal carries out an investigation of the class.
3. Through analysis of the investigation, it should be possible to single out the most active and involved students.
4. If the Principal suspects degrading treatment (harassment/bullying), the students concerned and their parents will be called to discuss the matter with the Principal. Staff from the Student Health Team will participate.

5. During this period, the staff member concerned does not have to work alone in the classroom. The Principal is responsible for ensuring that the work situation is sustainable. To support the staff member concerned in the ongoing classroom work, an extra resource is introduced until the situation is resolved. The team must be informed and be able to provide support for the staff involved.
6. Counselling sessions together with parent-student-staff under the guidance of a psychologist or counsellor, which will lead to a sustainable way of working, shall be offered.

The working environment – the responsibility of all

Principal, teachers, other staff and students must jointly create the working climate that shall apply at the school. Values, standards and attitudes need to be clear. They should be present in objectives, regulations and practical action.

General

The Principal shall be responsible for ensuring that the school works to promote equal treatment and safety in the sense that emerges in the Swedish Education Act, the Swedish Discrimination Act and the tutorial, 'Prevent discrimination and violating behaviour, promote equal treatment' (2009).

ISGR works to promote equal treatment through

- At the Guldheden campus PYP and LGRP and even PAL work with a program called Responsive Classroom.
- Each morning, two members of staff are out on duty before the school day starts (8.00-8.20) to meet and greet parents and students.
- Student council meet once a month to plan activities and how we can work with safety in the school. Responsibility: Student council and DP's
- Staff and students working actively with core values and the school's equal treatment plan on a daily basis. Responsibility: All staff.
- The adult always has a duty to react in the event of inappropriate language and conduct. Responsibility: All staff.
- We have a mentoring system so that new students will feel welcome and safe. Responsibility: The team.
- The classes have regular social gatherings through class meetings to create a "sense of belonging" in the groups. Responsibility: Class teachers
- The adults always consciously control group composition and placements in the classrooms, canteen (Guld only) and during walks. Responsibility: All staff.
- Break supervisors are out at each break. These break supervisors have different areas to cover so that the school area is protected. The break supervisors' duties are to help and support the students during the break. Responsibility: Principal.

- 'Student led playtime activities' - The school is going to introduce a programme that trains students to be supervisors and play support people in the playground at playtimes. Children will be able to take part in games and activities that are structured and led by other students.
- In addition, the school has one employed break supervisor 50 percent, whose duty it is to ensure safety during breaks (Guld).
- We have scheduled cross team activities when mixed section-groups are created and also "whole school activities" (such as International Week, Electives etc.) These are several times per term to promote a sense of belonging at the school. Responsibility: The pedagogical staff and the Educational Management Group.
- The pedagogical staff meets each week and takes up issues of current student welfare. Responsibility: Principal.
- The Student Health Team meets once a week to discuss students and concerns that teachers have.
- We have school management close to hand and easily accessible at the school. Responsibility: Principal.
- The principal is responsible for keeping up to date and spreading information concerning equal opportunities work at Göteborg/Guldheden. Responsibility: Principal

Chapter 6 - Objectives, promotion and prevention measures in the school year 2015/2016

6.1 General improvement areas and objectives

- After analysis of the students' feedback, we at ISGR will focus on the following points:
- Increasing student collaboration within and between the various sections (International/National) to promote understanding and unity, regardless of background.
- Recognising the value of respecting each other's differences. Respect should be recognised as an attitude to be cultivated.
- Common rules of conduct for a better peaceful working environment as well as increased sense of security both in class and during breaks.
- Developing the work of Student council so that this is made clear to everyone at the school.
- Work towards a better environment in the changing rooms.
- All teachers listen to students needs regardless of which section they work in. Everyone is there for all the students.

6.2 Areas for improvement and objectives linked to the grounds of discrimination

Equal treatment of boys and girls

Objectives:

Boys and girls have the same opportunities in school by giving them equal influence over the school curriculum and equal scope in their teaching.

Promotional activities

- The school shall have a common, active and reflective approach to the norms and values, which it conveys through its organisation and teaching.
- The school shall create opportunities for students to develop their abilities and interests without the constraints of gender stereotypes.
- The gender perspective shall permeate the teaching of all ages.

Responsibility: All staff

Protection and prevention measures:

- During the school year the teachers work on getting students to understand the different attitudes and explore what we mean by words like tough, silly or embarrassing.
- Document the work in order to spot the differences between girls and boys and between years.

Responsibility: Teaching staff

Ethnicity, religion and beliefs

Objectives:

All students and their families, regardless of ethnic or cultural background and religion or other beliefs, are to be treated with respect and receive the same rights and opportunities.

Promotional activities

- All staff members contribute to the development of children and students' sense of belonging, solidarity and ability to assume responsibility for other people.
- Interpreters are used in discussions and meetings when necessary.
- Evaluation exercises with discussions and reflections.

Responsibility: All staff

Protection and prevention measures:

- All staff will take available opportunities to respond to students' attitudes and beliefs surrounding ethnic similarities and differences, democracy and equality.
- A calendar of celebrations and festivals relevant to our students from other countries is available.
- Clarify for parents of foreign extraction as to what the teaching of religion involves and what is required under the Swedish Education Act.
- Every year we organise an International Week to encourage diversity and create an understanding of each other's differences. We also have the Cultural week.

Responsibility: Teaching staff

Disability

Objectives:

The school environment and teaching is available for students with various disabilities. No one needs to feel left out and, as far as possible, can participate in the same activities as other students.

Guardians with disabilities have the same opportunities as other guardians to visit the school and participate in organised activities

Proactive activities

- Plan and adapt the school premises and activities for the different needs of students and guardians with disabilities.
- Work to increase awareness among students and staff of various disabilities and the understanding of good treatment.
- Adapt working methods and materials on the basis of students' needs.

Responsibility: All staff

Protection and prevention measures:

- Schedule and provide breaks for students with high mobility requirements.
- Provide new students with information on the conditions of their disabled peers.

Responsibility: Teaching staff

Sexual orientation

Objectives:

All students, guardians and all staff should be treated with respect regardless of sexual orientation.

Proactive activities

- Our school will work for an increased understanding of different sexual orientations.
- Discussions on various family structures shall be included in class in a natural context.

Responsibility: All staff

Protection and prevention measures:

- We discuss and reflect with the students about their use of words having a sexual reference.
- All staff members shall take available opportunities and respond to students' attitudes, questions and thoughts about sexual orientation

Responsibility: Teaching staff

6.3 Monitoring and evaluation

At the end of each year:

- The team makes an assessment of the achievement of objectives and an evaluation of the plan's promotion, protection and prevention measures. At the same time, an evaluation is made of the other parts of the plan.
- Other opinions about the plan are collected.
- All students complete a questionnaire with questions on how they feel in school.
- The views of individual parents are collected (parent council).
- School admin discuss the protection and prevention measures which should be prioritised in the coming school year.
- School admin decide which objectives should be included in the following year's plan using the student's answers from the questionnaire.
- The school admin are responsible for compiling the evaluation in writing. It is also responsible for any revision of the plan and for the inclusion of new objectives and measures.

- Monitoring and evaluation of the plan will be completed by June 2017, and is part of the school's systematic quality work.

The equal opportunities team (school management) is responsible for the evaluation and work on the equal treatment plan.

Procedures for cases of bullying – Flow chart

Explanations to Flow chart Götaberg Campus

1 Incident. All incidents are reported on a form and filed in the DP's office. If the report is marked as a bullying incident it is handed to the DP or principal and the mentor is informed.

2 Meeting I. The class teacher or another staff member holds an individual meeting with all reported students.

3 Depending on the incident, the case can go straight to **7**.

4 Follow-up I from **meeting I**.

5 Finished and filed. If the case is cleared it is closed and filed.

6 Incident repeated. The reported student continues his/her actions.

7 Meeting I I. The case has escalated to a higher level. Parents are informed and called to this meeting together with the student, Principal, FV member and mentor and other required parties.

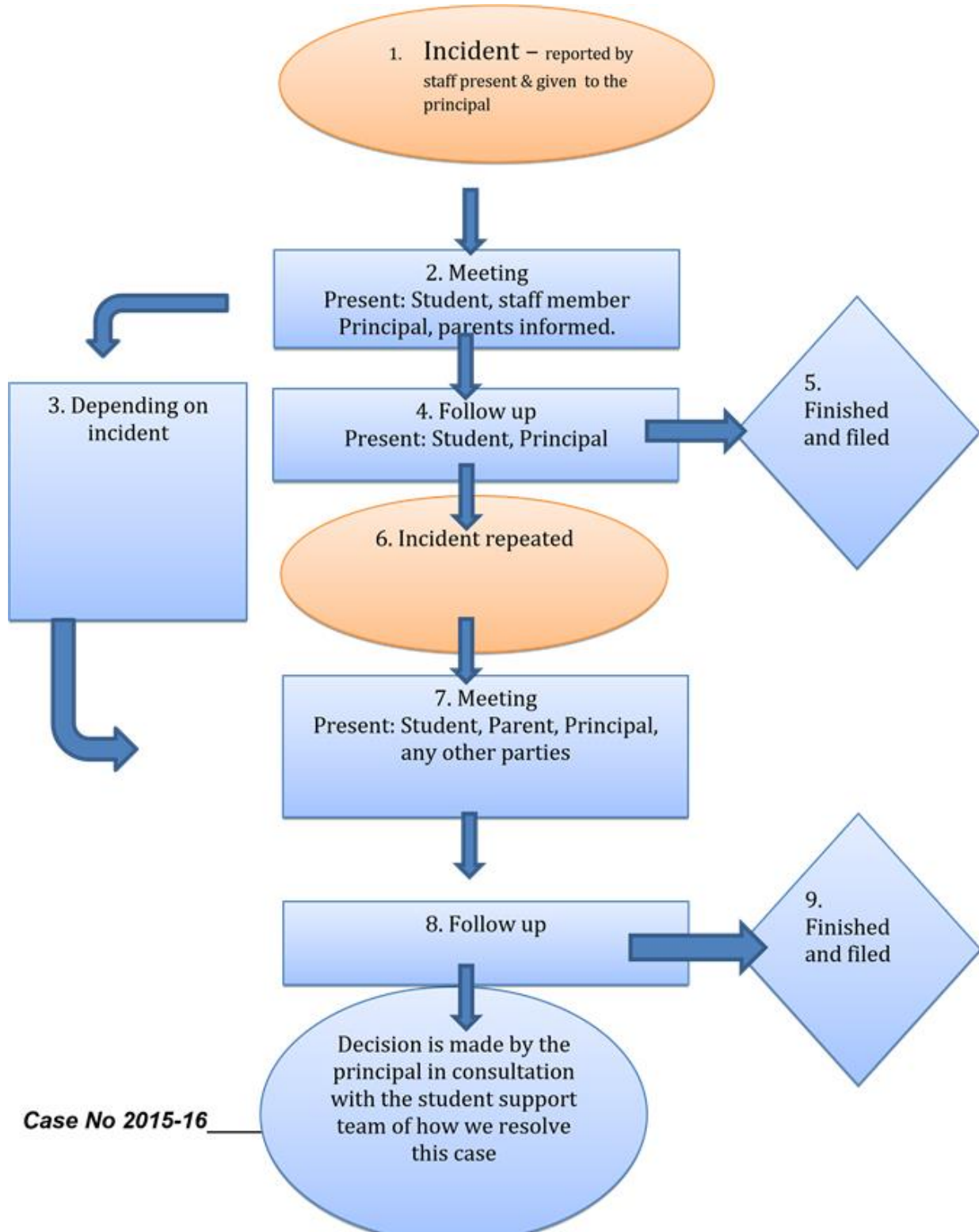
8 Follow-up I I from **meeting I I**.

9 Finished and filed. If the case is cleared the case is closed.

10 Incident repeated. If the reported student still continues his/her actions, the case is considered serious and the responsibility is handed over to the Principal.

11 Meeting I I I. This meeting is held by the Principal and final decisions are taken on how to handle the case.

How to respond to cases of harassment flowchart at ISGR



Discussion 1 with the subjected student

Date ___ - ___ - ___, Time _____

Discussion with _____ in class _____ who has been subjected to violation/harassment

Background and sequence of events according to the subjected student (if necessary, use the reverse)
Date and time of the occurrence
Who took part in the violations/harassment
Possible reasons
Witnesses (any appendices to be attached)
Has it happened before? If yes, who took part on that occasion?
Follow-up Action
£ Student informed of the continuing process

Follow-up: Date ___ - ___ - ___, Time _____

Prepared by: _____

Appendix 1a

Discussion 1 with the alleged perpetrator

versus _____(the subjected person's name)

Date ___ - ___ - ___, Time_____

The perpetrator's name_____ class_____

Background and sequence of events according to the alleged perpetrator (if necessary, use the reverse)
Date and time of the occurrence
Who took part in the violations/harassment
Reasons
Witnesses (any appendices to be attached)
£ The student admits the violation
The student understands the severity of the occurrence and declares that it will not happen again
£ The student does not admit the violation
£ Student informed of the continuing process

Follow-up: Date ___ - ___ - ___, Time_____

Prepared by: _____

Appendix 1b

Case No 2015-16 _____

Discussion 2 with the victim

Discussion with _____ in class _____ who has been subjected to violation/harassment

Date ___ - ___ - ___, Time _____

Follow-up from the discussion: Date ___ - ___ - ___, Time _____

This is how the subjected student has experienced the past week (if necessary, use the reverse)
Date and time of any further violations
Who took part in the violations/harassment
Witnesses (any appendices to be attached)
£ No further violations have occurred
Follow-up Action
£ Student informed of the continuing process

Follow-up 2: Date ___ - ___ - ___, Time _____

Prepared by: _____

Appendix 2a

Case No 2015-16 _____

Discussion 2 with the alleged perpetrator

Versus _____ (the subjected person's name)

Date ___ - ___ - ___, Time _____

The perpetrator's name _____ class _____

Follow-up from the discussion: Date ___ - ___ - ___, Time _____

This is how the alleged perpetrator of the violation has experienced the past week (if necessary, use the reverse)
Date and time of any further violations
Who took part in the violations/harassment
Witnesses (any appendices to be attached)
£ The student admits the violation. A programme of measures will be drawn up.
The student understands the severity of the occurrence and declares that it will not happen again
£ The student does not admit the violation
£ No further violations have occurred
£ Student informed of the continuing process

Follow-up 2: Date ___ - ___ - ___, Time _____

Prepared by: _____

Appendix 2b

Case No 2015-16 _____

Discussion 3 with the subjected student

Discussion with _____ in class _____ who has been subjected to violation/harassment

Date ___ - ___ - ___, Time _____

Follow-up from the discussion: Date ___ - ___ - ___, Time _____

This is how the subjected student has experienced the past month (if necessary, use the reverse)
Date and time of any further violations
Who took part in the violations/harassment
Witnesses (any appendices to be attached)
£ This is what we do now (see reverse)
£ No further violations have occurred
Follow-up Action
£ Student informed of the continuing process
£ The investigation is closed

Follow-up 3: Date ___ - ___ - ___, Time _____

Prepared by: _____

Appendix 3a