



Policy and Action Plan against Discrimination and Degrading Treatment

Current review date:	17 December 2018
Policy reviewed by:	Head Teacher
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Content

1. Purpose of this Policy and Action Plan
2. Legislation and statutory requirements
3. Roles and Responsibilities
4. Definitions: Discrimination, Harassment, Degrading Treatment including Bullying
5. Procedures when dealing with an incident
6. Summary of the measures required to impede and prevent violations
7. Actions planned to commence or be implemented in the coming year
8. Actions implemented during the previous year
9. Links with other policies
10. Useful Links

Appendix

1. Purpose of this policy and Action plan

This policy aims to:

- Provide a **consistent approach** against discrimination, harassment and degrading treatment including bullying.
- Summarise the **roles and responsibilities** of different people in the school community with regards to this policy
- **Define** what we consider to be unacceptable behaviour
- Outline our **procedures** for dealing with incidents
- Outline our plans for **actions** against discrimination, harassment and degrading treatment including bullying

All members of staff working at SSL have a responsibility to follow this policy and plan.



The Swedish School's development plan (2018-2025) states:

“Safety and well-being

The Swedish School in London should be a school where students enjoy themselves, feel safe and where they can experience friendship. It is characterized by an accepting and inclusive climate. The school should conduct active, preventative equality work and counteract all forms of bullying.

The school should encourage creativity and joint activities (...) for increased community, well-being and opportunity for pupils to develop.”

The Swedish National Curriculum (Lgr11) states:

“The education shall be structured in accordance with basic democratic values and human rights such as the sanctity of human life, the freedom and integrity of individuals, the equal worth of all human beings, equal opportunities and solidarity between human beings. Everyone working within education shall promote human rights and actively counter all forms of degrading treatment. The education shall rest on a disciplinary foundation and proven experience.”

2. Legislation and statutory requirements

This policy is based on advice from the Swedish National Agency for Education (Skolverket) and the British Department for Education (DfE).

The Swedish Education Act (2010:800)

Chapter 5: Safety and learning environment

Section 3 *The education should be designed in such a way that all pupils are assured of a safe and secure learning environment.*

Chapter 6: Plan to counter degrading treatment

Section 8 *The Education Provider (sv. huvudman) shall ensure that a plan is drawn up every year that includes a summary of the measures required to impede and prevent degrading treatment of children and students. The plan shall include a report of which of these measures are intended to be started or implemented during the coming year. A report of how the planned measures have been implemented shall be included in the plan for the subsequent year.*



The Swedish Discrimination Act (2008:567)

Chapter 3: Goal-oriented work

Section 14 *An education provider (...) is to conduct goal-oriented work within the framework of these activities to actively promote equal rights and opportunities for the children, pupils or students participating in or applying for the activities, regardless of sex, ethnicity, religion or other belief, disability or sexual orientation.*

Chapter 3: Preventing and hindering harassment

Section 15 *An education provider (...) is to take measures to prevent and hinder any child, pupil or student who is participating in or applying for their activities from being subjected to harassment associated with sex, ethnicity, religion or other belief, disability or sexual orientation, or to sexual harassment.*

Chapter 3: Equal treatment plan

Section 16 *An education provider (...) is to draw up a plan each year containing an overview of the measures needed to*

(1) promote equal rights and opportunities for the children, pupils or students participating in or applying for the activities, regardless of sex, ethnicity, religion or other belief, disability or sexual orientation, and

(2) prevent and hinder harassment referred to in Section 15.

The plan is to contain an account of which of these measures the education provider intends to begin or implement during the coming year. An account of how the measures planned under the first paragraph have been implemented is to be included in the next year's plan.

Department for Education: <https://www.gov.uk/bullying-at-school>

British equality Act 2010: <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Some forms of bullying are illegal and should be reported to police. These include:

- Violence or assault
- Theft
- Repeated harassment or intimidation
- Hate crimes



3. Roles and Responsibilities

The Governing Board

The Governing Board is responsible for monitoring this policy's effectiveness and holding the Head Teacher to account for its implementation.

Head Teacher

The Head Teacher is responsible for:

- reviewing and approving this policy and for making formal decisions on Action Plans as according to the Swedish School Law.
- The Head Teacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how the members of staff implement this policy.

Deputy Head Teacher

The Deputy Head Teacher is responsible for the day to day work in the 6th form and keeping the Head Teacher updated about any on-going cases and actions taken.

The Student Welfare Team in Primary- and Secondary School, Barnes

Annika Simonsson Bergqvist, Head teacher
Linda Liljeblad, School Nurse and DSL
Sofia Hallström, SENCO

The Student Welfare Team in 6th Form, Richmond

Jenny Abrahamsson, Deputy Head Teacher
Malin Edsbagge, Host Family Coordinator and DSL
Helena Raber, School Counsellor
When needed: Sofia Hallström, SENCO

If applicable, mentor(s) of specific students according to pre-arranged meetings.

Staff

All members of staff are responsible for:

- Implementing this policy consistently
- Modelling positive behaviour
- Recording incidents (see appendix 3)

The Student Welfare Team will support staff in responding to incidents.





Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct (see Appendix 1 & 2)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any concerns with the class teacher/mentor promptly

Children, Pupils and Students

Children, pupils and students are expected to input to, and adhere to, the school's Code of Conduct (see Appendix 1 & 2). They have the opportunity to have input on this plan when presented to them in the beginning of each academic year. Throughout the school year, they are able to influence how to create a safe learning environment in consultation with teachers and Student Councils.

4. Definitions

This section defines what we consider to be unacceptable behaviour. Whether it is a one-off incident or not, any form of discrimination, harassment, degrading treatment or bullying can have a continuing harmful effect on the target and is never tolerated at SSL.

Definition of discrimination:

Direct discrimination: someone is disadvantaged by being treated less favourably than someone else is treated, has been treated or would have been treated in a comparable situation, if this disadvantaging is associated with sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age (Swedish Discrimination Act 2008:567).

Definition of harassment:

Harassment is a violation of any of the grounds of discrimination (gender, gender identity or expression, ethnicity, religion or other beliefs, disability, sexual orientation and age

(Swedish Department for Education (Skolverket) Report No. 353/2011).

Note: Harassment is linked to being subjected to violations within the framework of the discrimination act, while degrading treatment relates to the situation beyond them.

Definition of degrading treatment:



Degrading treatment is when the dignity of children or pupils is violated in an isolated occasion. These actions can be performed by, and targeted towards, one or more individuals. Violations may be visible and violent but also hidden and subtle. They could be expressed by subversive accusations, spreading of rumours, ridicule or physical violence. To exclude someone or threaten someone is also considered to be a violation (Swedish Department for Education (Skolverket), Report No. 353/2011).

Definition of bullying:

A repeated, negative act involving one person or group intentionally and deliberately hurting, or trying to hurt, and cause discomfort to another person or group. Bullying is usually repetitive and persistent (Swedish Department for Education (Skolverket) Report No: 353/2011).

Bullying is:

- a deliberate intention to hurt or humiliate
- a power imbalance that makes it hard for the target to defend themselves
- usually repetitive and persistent

Bullying can include, but is not limited to:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Inappropriate touching, unwanted physical attention, explicit sexual remarks, display of sexual material, sexual gestures, comments about sexual reputation or performance
Direct or indirect verbal	Name-calling, taunting, teasing, mocking, making offensive comments, sarcasm, gossiping, spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites



	i.e. inappropriate and offensive or degrading text messaging, images, and e-mails
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SSL does not tolerate any form of discrimination, harassment or degrading treatment including bullying and will take actions to prevent and stop it.

5. Procedures when dealing with an incident

Please see full information about procedures in Appendix 4 “*Process in case of concerns*”.

Violations are speedily investigated and documented. If deemed necessary, the incident will be reported to the police.

Any member of staff who discovers ongoing violations should immediately intervene and report to the Head Teacher/Deputy Head.

Any member of staff who receives information that a child, pupil or student considers that he or she has been exposed to of any form of discrimination, harassment or degrading treatment including bullying, is required to report this to the Head Teacher/Deputy Head.

Note: If a child makes a disclosure to you, please see our Child protection and safe guarding policy, chapter 7.2.

Parents, Children, Pupils and Students have access and contact details to their class teacher (Barnes) and mentor (Richmond) and are encouraged to report concerns and incidents. They can also report to the DSL or directly to the Head Teacher or Deputy Head Teacher who then decides how to proceed (see Appendix 3 Incident Log).

Allegations against staff: Please see our Child protection and safeguarding policy, chapter 7.6: “*Concerns about a staff member or volunteer*”.



6. Summary of the measures required to impede and prevent violations

All members of staff are required to **be observant of signals and pay attention to indications** which could suggest a child, pupil or student is risking being or is the victim of discrimination, harassment or degrading treatment, including bullying.

All children's, pupils' and student's opinions and concerns are listened to and taken seriously.

All year groups/classes are represented in each school's Student Council.

The annual Pupil/Student/Parents and Staff Survey is analysed by board/leadership team/ staff and student council. Based on the analysis school management together with staff formulates an action plan based on identified needs as and when needed. This action plan is part of the school's systematic quality process.

Insert: Barnes: FRÄMJANDE:

All children and pupils have a mentor whom they meet at weekly during the scheduled mentor time, often more often than that. Here questions regarding the school's ethos and core foundations are discussed.

The school has staff on break duty every break to oversee pupils and to make sure everyone is safe.

The school nurse is at school 4 days/week and is available for all children and pupils during this time.

The Head teacher meets weekly with the student care team to discuss issues and the welfare of all pupils and the student care team works together with staff and/or other organisations if needed. Furthermore, in conjunction to the Mid-term holiday each term, all staff meet to discuss each student and their overall school situation and academic performance. Any students deemed to be in need of support in any way are followed up by the Student care team, any agreed actions are followed-up by the student's mentor as agreed.

If there is any concern or if an incident occurs during the year school management together with relevant staff immediately meet to discuss the situation and take action. If the concern regards the social situation in a specific group, the actions taken often



relates to team building, role play and reinforced discussions about school values and code of conduct.

Richmond

Student Welfare Team (see section 3.5)

The Student Welfare Team in 6th Form meets once a month for a structured meeting.

In 6th Form, all students have a mentor whom they meet at least weekly during the scheduled mentor time and they also have access to an experienced School Counsellor. Students can book appointments with Counsellor themselves or via their mentor, sometime a student is recommended by the Student Welfare Team, to meet with the School Counsellor as part of an Action Plan. Students living in host families also have access to the Host Family Coordinator Mondays through Thursdays; they can also contact the Deputy Head Teacher, either through booked meetings or on a daily basis (drop-in visits).

The Deputy Head teacher meet weekly with all staff where discussions are held as necessary about students with different kinds of challenges and where adjustments might be needed. Furthermore, in conjunction to the Mid-term holiday each term, all staff meet to discuss each student and their overall school situation and academic performance. Any students deemed to be in need of support and/or adjustments in specific courses are followed up by the Student Welfare Team, any agreed actions are followed-up by the student's mentor as agreed.

If there is any concern or if an incident occurs during the year school management together with relevant staff immediately meet to discuss the situation and take action. If the concern regards the social situation in a specific group, the actions taken often relates to team building, role play and reinforced discussions about school values and code of conduct.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

When acute needs are identified in a pupil or student, we will liaise with external agencies, e.g. The National Agency for Special Needs Education and Schools in Sweden,



to plan support programmes for that child. We will involve pupils/students and parents to create the action plan if needed and review it on a regular basis.

7. Actions planned to commence or be implemented in the coming year

Objective	ACTIONS	Responsible	Time Frame	Success
No one is subjected to discrimination, harassment or degrading treatment, including bullying, at SSL	<p>Staff are observant of signals and pay attention to indications of violations</p> <p>Staff respond and intervene in situations where violations occurs</p> <p>Staff in Barnes present at each break (yard duty)</p> <p>Concernes are raised directly with the Head Teacher or Deputy Head</p>	All staff	Throughout the year	Everyone feels safe at school. This is shown in the annual student survey (<i>questions about wellbeing</i>)
All year group/classes are represented in each school's student council.	Facilitate Student Councils in Barnes and Richmond	<p>Barnes: Jenny Thomas de Cruz</p> <p>Richmond: Jenny Abrahamsson</p>	September 2018	The student councils have met regularly throughout the year
All children's, pupils' and students' opinions and concerns are listen to and taken seriously.	<p>Mentor time</p> <p>The annual Pupil/Student survey is analysed by staff who take action and work with the findings in different ways (see below)</p>	All staff	Throughout the year	<p>Answers in student survey</p> <p>Minutes from the student councils show their proposals</p>



				have been looked at and, when possible, implemented
Everyone at school is aware of the meaning of discrimination and degrading treatment (according to the Discrimination act and Swedish school law)	<p>Process of the school's code of Conduct</p> <p>Discussions in all year groups and classes around the definitions of discrimination, harassment, degrading treatment including bullying.</p>	Class teacher /Mentor	Start of the year and continuously throughout the year	Answers in the survey
This plan is accessible for all	<p>Presentation of this plan in all year groups and classes.</p> <p>This plan is put on the school's website</p>	<p>Class teachers/ Mentors</p> <p>Deputy Head</p>	January 2019	Plan is easily found on the website and staff team drive
All staff work actively to strengthen social inclusion and prevent alienation	<p>Examples includes:</p> <p>Orientation week in Barnes and Richmond</p> <p>Invitation to organisations like Hope UK (peer pressure prevention)</p> <p>Processing the school's code of conduct together with pupils and students</p> <p>The student council is invited to take an active part in planning activities aimed towards social inclusion</p> <p>Adult lead after school activities in Barnes</p>	All staff	Throughout the year	Answers in survey and number of opened cases relating to the issues described



	<p>During the weekly Mentor Time relevant themes are raised and discussed.</p> <p>Specific subjects such as Religious Studies, Psychology and Civics stresses the need to combat stigmatisation and social exclusion</p>			
To ensure a safe school environment for all	Part of the Health and Safety walk focuses to identify areas where there might be an increased risk of harrassment and bullying	Leadership team	Annually	Answers in the survey shows everyone feel safe

8. Actions implemented during the previous year

For an overview of how actions have been implemented in the previous academic year, please see “**Kvalitetsrapport 2017/18**” (Analysis of the previous school year).

9. Links with other policies

This policy is linked to the following policies:

- Child protection and Safeguarding Procedures
- Code of Conduct for Barnes and Richmond
- School Action Plans

10. Useful Links

[FACEBOOK: Resources & strategies for educators](#)

[Stödmaterial från Diskrimineringsombudsmannen](#)

[Stödmaterial från Skolverket](#)



Appendix 1: Code of conduct for Pupils aged 6-16

On Site

1. We are a nut free school
2. No use of bicycles, scooters or skateboards.
3. No climbing on fence, air-conditioning units or roof.
4. No sweets, chewing gum or soft drinks on school premises (24/7).
5. Students from pre-school to year 6 are not allowed off the school site.

Inside school

6. Make sure you are on time for lessons and always bring the correct materials, books and stationery.
7. Indoor shoes are compulsory up to year 6 and recommended for years 7-9.
8. No running in the corridors.
9. Please keep quite in corridors during lesson time.
10. You must not take anything from the school restaurant without permission.
11. Students in pre-school and year F-6 are not permitted to use mobile phones on the school premises.
12. Students in year 7-9 are not allowed to use mobile phones during lessons and in the dining room (unless permitted by staff).

Dress code

13. No hats /coats indoors.
14. Inappropriate clothing such as low cut necklines and short skirts /shorts. If this not followed alternative clothing will be provided.



Break Time Rules for 7-9

Please feel free to use:

15. The gym hall Monday – Thursday 09.50-10.10

16. The corridor at any time

17. The yard all breaks

Please don't use:

18. The classrooms during break time

19. The library during times without teacher

20. The gym hall except when you are allowed

Penalties for non-compliance

First time;

Verbal warning, class teacher/mentor informed

Second time;

Written warning, parents informed

Third time;

Meeting with student, parents, mentor and head teacher



Appendix 2: Code of conduct for students in Sixth Form

The school's Code of conduct has been decided together students and staff.

The Swedish School in London offers you as a student:

- a school with high student/teacher ratios
- a positive and calm study environment
- a school with engaged, highly competent and well-qualified staff
- a school that encourages the students to thrive and achieve their potential
- a school that prepares students for future study and life after school

The Swedish School in London expects you to:

- attend school according to your timetable and other activities arranged by the school
- be polite at all times and greet fellow students and staff when you meet them on and off campus
- be helpful and show consideration towards all people
- protect the school environment and take care of the school's property
- ensure that your sickness and absence is reported on SchoolSoft in a timely fashion
- respect and follow the decisions taken by the school staff
- respect and adhere to school rules
- be fully prepared for school, in terms of sufficient sleep and nutrition
- respect the decision-making rights that teachers have regarding grading.

Rule:

It is a serious violation of the rules of the school and society to harass, violate or harm other people.

Consequence:

After an inquiry, you may receive an oral warning, written warning or be sent home according to school policy. In serious cases, it may lead to prosecution according to UK legislation.

Rule:

You are expected to be on time for lessons and other joint activities, be well prepared and have the necessary study materials for each lesson.

Consequence:

You may not be able to participate fully and achieve your potential, parents may be notified. Absence and late arrivals will be noted in SchoolSoft and guardians are notified. This could lead to your CSN entitlement being withdrawn.



Rule:

The teacher decides when and where mobile phones and other digital devices are allowed during lessons.

Consequence:

Digital devices may be taken in and returned to the student at the end of the lesson. Guardians may be notified in case of repeated incidents.

Rule:

You are not allowed to spread or obtain any disrespectful material about someone else or send any material with sexual content to others. Furthermore, you are not allowed to make any film or audio recordings without the permission of the person involved.

Consequence:

You may receive an oral warning, written warning or be sent home according to school policy. In serious cases, it may lead to prosecution according to UK legislation. Your guardians are notified and all your teachers are informed of the incident.

Rule:

The school provides teaching materials as a loan to students, these must be returned in good condition.

Consequence:

You will be invoiced for any learning material lost or not returned, according to the cost of the replacement.

Rule:

All forms of cheating and plagiarism are forbidden.

Consequence:

Cheating and plagiarism leads to the assignment in question being failed. You are given an oral or written warning and your guardians are notified. All your other teachers are informed of the incident.

Rule:

Brochures, money collection, organisation of activities, etc, in the name of the school require permission from the Deputy Head Teacher.

Consequence:

Unauthorized mailing is taken down, your guardians are notified and you will be called to a conversation with the Deputy Head Teacher.



Rule:

The Swedish school in London has zero tolerance against so-called "hazing".

Consequence:

You are given an oral warning, written warning or may even be temporarily suspended. Your guardians will be notified and the police may be informed.

Rule:

You are not allowed to smoke on the school grounds if you are underage. It is also against the rules to supply underage persons with cigarettes, according to UK law.

Consequence:

Your mentor will inform your guardians.

Rule:

You are not allowed to use any kind of illegal substances, according to UK law.

Consequence:

If you are suspected to be under the influence of alcohol or illegal substances, your mentor will inform your guardians and the police may be informed.

The school will initiate an inquiry which might include the school asking you to be drug tested by your GP. During the time of the inquiry, you may be suspended according to Swedish School Law.

As a result of the inquiry, you may be given an oral warning, written warning or be sent home according to school policy.

Rule:

You are expected to maintain the school environment and be respectful of the school's property. For example, this means that you remove all rubbish and that you are not allowed to damage the school environment in any way.

Consequence:

You will clean up after yourself and repair any damage. You may become liable for your actions; damage and theft will be reported to the Police. Your guardians will be notified and you may receive an oral warning or written warning.



Appendix 3: Incident Log

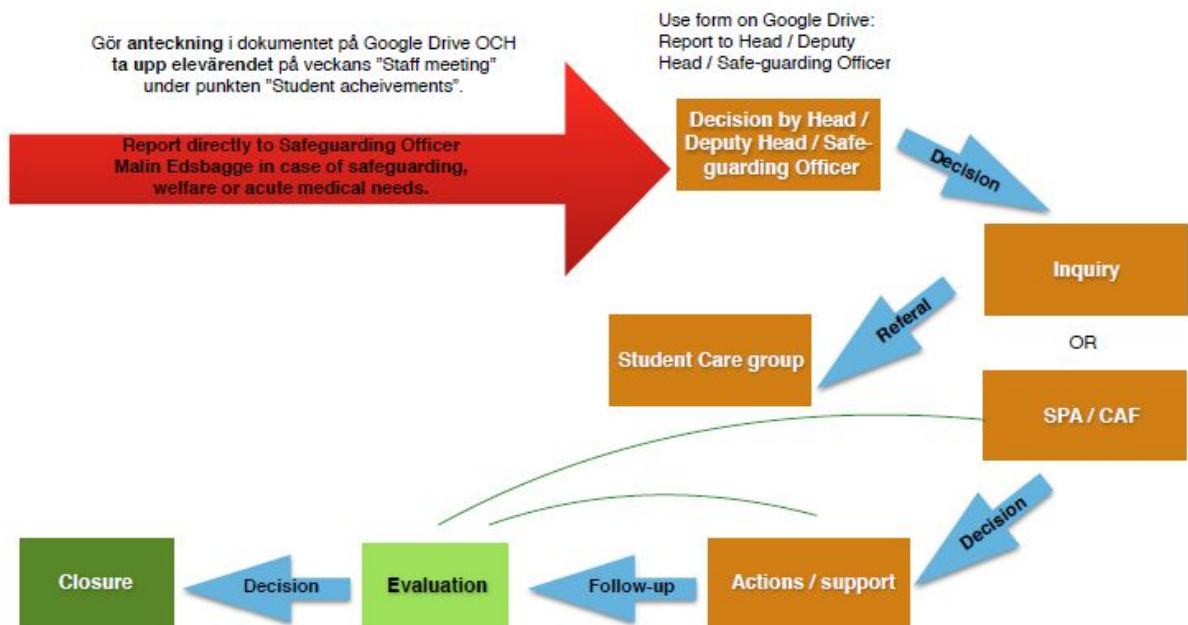
Pupil's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	





Appendix 4: Process in case of safeguarding or welfare concern

Process: concern regarding safeguarding or welfare



Form 4: Follow-up and possible decision about closing or updating the action plan