



**SWEDISH SCHOOL  
LONDON**  
EST. 1907

## **Policy and Action Plan against Discrimination and Degrading Treatment**

<b>Current Review Date:</b>	31 October 2025
<b>Policy Reviewed by:</b>	Headteacher
<b>Policy approved by:</b>	Board of Governors
<b>Policy due for review:</b>	31 October 2026

### **Content**

1. Aims	3
2. Legislation and statutory requirements	3
3. Roles and Responsibilities	5
4. Definitions	6
5. Procedures when dealing with an incident	8
6. Summary of the measures required to impede and prevent violations	9
7. Evaluation and documentation of our active measures	13
8. Links with other policies	14
9. Useful Links	14
Appendix 1: Process in case of safeguarding or welfare concern	15
Appendix 2: Incident Log	16
Appendix 3: Code of conduct for Pupils aged 6-16	17
Appendix 4: Code of conduct for students in Sixth Form (2021/22)	19



## 1. Aims

The purpose of this policy and action plan is 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 and therefore *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.*

**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 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 both Swedish and English legislation, including advice from the Swedish National Agency for Education (Skolverket) and the British Department for Education (DfE).



## **The Swedish Education Act (2010:800)**

### **Chapter 5:3 Safety and learning environment**

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

### **Chapter 6:7- 8 Plan to counter degrading treatment**

*The Education Provider (sv. huvudman) shall ensure that measures are being implemented to prevent and prohibit children and students from being subjected to degrading treatment.*

*The Educational provider 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)**

*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** *Within the framework of their activities, education providers are to use active measures:*

*Work on active measures means pursuing prevention and promotion work by:*

- 1. investigating the existence of any risks of discrimination or reprisals or any other obstacles to individuals' equal rights and opportunities in the establishment in question,*
- 2. analysing the causes of any risks and obstacles discovered,*
- 3. taking the prevention and promotion measures that can reasonably be demanded, and*
- 4. monitoring and evaluating measures under points 1–3.*

*Work on active measures is to be conducted continuously. Measures are to be scheduled and implemented as soon as possible.*

**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 Teachers**

The Deputy Head Teacher in Sixth Form is responsible for the day to day work at Sixth form and for keeping the Head Teacher updated about any on-going cases and what actions have been taken to make all students safe.

The Deputy Headteacher in Barnes is a part-time role and has defined areas of responsibility which can differ on an annual basis. They are part of the Student Welfare Team in their role as DSL in both Barnes and Sixth Form.

#### **The Student Welfare Team in Preschool, Primary- and Secondary School (Barnes)**

- Anette Elving Ferm, Head Teacher
- Deputy Headteacher in Barnes and DSL when required.
- Kajsa Erlandsson, School Nurse and Deputy DSL
- Rebecka Szemenkar, Special Needs Coordinator
- Malin Hemmingson, School Counsellor
- If applicable, mentor(s) of specific students according to pre-arranged meetings

#### **The Student Welfare Team in Sixth Form (Kew)**

- Kristine Heaton, Deputy Head Teacher and Academic Coordinator in Sixth Form



- Anette Elving Ferm, Headteacher in Barnes and DSL when required.
- Malin Edsbagge, Host Family Coordinator and Deputy DSL at Sixth Form
- Malin Hemmingson, School Counsellor
- Kajsa Erlandsson School Nurse and Deputy DSL
- 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 any incidents and/or helping students as required.

### **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 3 & 4). 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 outlines what we consider to be unacceptable behaviour. Whether it is a one-off incident or not, we recognise that 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 on 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

*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 1 “*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 is told about or discovers ongoing violations should immediately intervene, document and report to the Headteacher (Barnes) or Deputy Headteacher (Sixth Form) by using the templates in Appendix 1-2.

**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 Headteacher or Deputy Head.

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

**Parents, Children, Pupils and Students** have access and contact details to their class teacher (Barnes) and mentor (TNA) and are encouraged to report concerns and incidents. They can also report to the DSL or directly to the Head Teacher or Deputy Head Teachers 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

This is a summary of our ongoing measures to prevent violations and promote equal opportunities:

- The school encourages creativity and joint activities for increased community, well-being and opportunity for pupils to develop.
- 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.
- All children's, pupils' and students' opinions and concerns are listened to and taken seriously.
- All year groups/classes have a class representatives in the Student Council.

### Student 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) and/or other members of the Student Welfare Team (as appropriate) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

The School Nurse works in Sixth once per week or more often if needed. Sixth Form students can also book appointments with her in Barnes if required. The rest of the week she is stationed at the school in Barnes. The School Nurse offers both drop-in and booked appointments. In addition, she also meets all pupils and students in Preschool Class and years 2, 5 and 8 in Barnes and the first year students at Sixth Form on an annual basis. During these visits, she focuses on preventative measures designed to increase students' wellbeing.

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.



## **Barnes**

All children and pupils have a mentor whom they meet 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 time 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 twice monthly with the student welfare 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 with the mid-term holiday each term, all staff meet to discuss each student and their overall school situation and academic performance. Any student deemed to be in need of support in any way is 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 relate to team building, role play and reinforced discussions about school values and code of conduct.

## **Sixth 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, sometimes 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 Teachers, either through booked meetings or on a daily basis (drop-in visits).

The Student Welfare Team in 6<sup>th</sup> Form meets twice per month for a structured meeting.

The Deputy Head teachers 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 with the mid-term holiday each term, all staff meet to discuss each student and their overall school situation and academic performance. Any student 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 relate to team building, role play and reinforced discussions about school values and code of conduct.

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

Objective	Actions	Who?	When?	Success criteria
To systematically and regularly work with preventative measures designed to maintain a safe school environment for all pupils/students	<p>Actions during mentor time, little and often as advised by the school counsellor</p> <p>Discussions during staff meetings on a weekly basis where any matters can be discussed. Staff support each other.</p> <p>Monthly meetings with the Student Welfare Team in both Barnes and Sixth Form.</p>	<p>Mentors</p> <p>All teaching staff</p> <p>See list above</p>	Ongoing	Student survey ( <i>question about wellbeing</i> ).
All year groups/classes are represented in each school's student council.	Facilitate Student Councils in Barnes and Kew	<p>Barnes: Elin Kahlström</p> <p>Sixth Form: Dep. Head</p>	Sept 2022	The Student councils have met regularly throughout the year and express that they have been able to influence their education and school environment.
All children's, pupils' and students' opinions and concerns are	The school provide regular opportunities for pupils/students to express any concerns or issues:	Mentors	Through-out the year	<p>Answers in student survey</p> <p>Minutes from the student councils</p>



listened to and taken seriously.	<ul style="list-style-type: none"> <li>Weekly mentor time</li> <li>Monthly Student Council meetings</li> </ul> <p>Staff ensure that all pupils feel they have one or several adults they feel confidence for and always can speak to.</p>	All staff		show their proposals have been looked at and, when possible, implemented.
All staff and host families are aware of how they can safeguard pupils/students online.	All have read Keeping Children Safe in Education and completed basic safeguarding training.	DSL	October 2025	
All staff work actively to strengthen social inclusion and prevent alienation	<p>Examples include:</p> <p>Orientation week in Barnes and TNA</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> <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>	All staff	Through-out the year	Answers in survey and number of opened cases relating to the issues described
To ensure a safe school	Part of the Health and Safety walk focuses to identify areas where there	School Management Team & DSL	Oct 2025	Answers in the survey shows everyone feel safe



environment for all	might be an increased risk of harassment and bullying			
Everyone at school is aware of the meaning of discrimination and degrading treatment (according to definitions in chapter 4 above)	Process of the school's code of Conduct Discussions in all year groups and classes around the <b>definitions</b> of discrimination, harassment, degrading treatment including bullying.	Class teacher or mentor	Sept 2025 and continuously throughout the year	Answers in the survey

## 7. Evaluation and documentation of our active measures

The school continuously evaluates and documents the work with its active measures.

The annual Pupil/Student/Parents and Staff Survey is analysed by the 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.

From August 2020 our work have an increased focus on our active measures by working in four steps:

- 1) Examination
- 2) Analysis
- 3) Resolution
- 4) Evaluation and Follow-up

### 7.1. Risk assessment

The school, led by the Headteacher in Barnes and the Acting Deputy Headteachers at TNA , shall by October 2025 conduct a thorough risk assessment to detect any risks of harassment or discrimination, or other barriers to equal rights and opportunities for all by:

- a focused pupil and student survey



- talk during mentor time
- staff meeting with feedback from above, plus staff input

## **7.2. Analysis**

The Board and School Management team shall analyse the causes of the risks and obstacles which have been discovered in the examination phase

## **7.3. Resolution**

Measures shall be time scheduled and implemented as soon as possible. The circumstances will determine what actions are needed. The school, led by the Headteacher in Barnes and the Deputy Headteacher in Richmond, will plan for necessary resources and it will be clear who is responsible to implement the measures

## **7.4. Follow up and evaluation**

By February 2026 an evaluation of the actions taken shall be conducted by the board/leadership team. The conclusions should be used in step 1 (examination) in the next cycle of working with active measures.

# **8. Links with other policies**

This policy is linked to the following policies:

- Child protection and Safeguarding Procedures
- Code of Conduct for Barnes and Sixth Form respectively
- School Action Plan for Barnes and Sixth Form respectively

# **9. Useful Links**

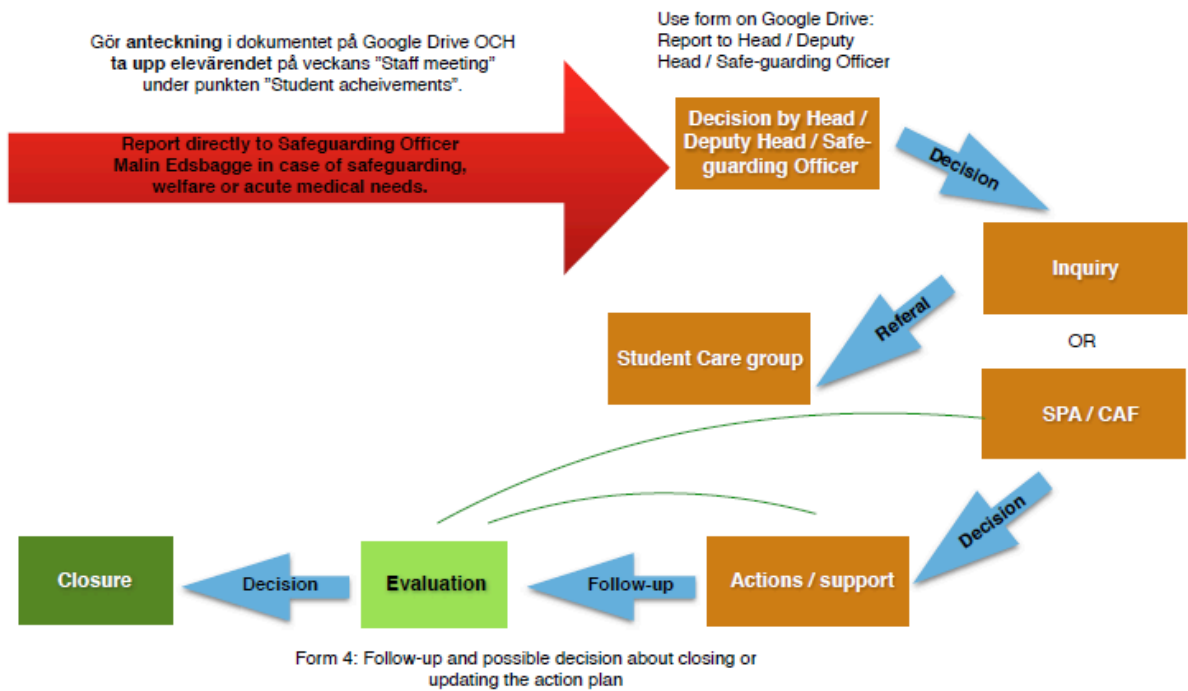
Useful information (in Swedish) can also be found in the following sources:

- Stödmaterial från Diskrimineringsombudsmannen
- Lättläst material från Diskrimineringsombudsmannen
- Stödmaterial från Skolverket
- FACEBOOK: Resources & strategies for educators



## Appendix 1: Process in case of safeguarding or welfare concern

### Process: concern regarding safeguarding or welfare





## Appendix 2: Incident Log

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





<b>governors, parents, police):</b>	
---	--



## **Appendix 3: Code of conduct for Pupils aged 6-16**

We are proud of our school, the Swedish School in London strives to give all pupils the best possible opportunity for the future. Therefore, everyone has a responsibility to behave in a way that enables them to learn, to be treated fairly and to be safe. The Code of Conduct is produced in cooperation with pupils, parents and staff. It applies to everyone in the school, regardless of their role; board members, staff, guests, pupils and their parents/families. We show this by following these rules:

1. We treat and greet people politely.\* We hold doors, keep the school tidy and show courtesy at all times.
2. We are on time for lessons and we always bring the correct materials, books and stationery.
3. Corridors are meant for walking and we keep the noise down during lesson time so as not to disturb others.
4. We are a soft drink, sweets and chewing gum free school promoting healthy habits and teeth.
5. Lunch and food are eaten in the school restaurant. Nuts and almonds are not allowed due to allergies.
6. Bicycles and scooters are pushed on the school premises and skateboards are carried.
7. We use bins for waste and we care about our own and other's things.
8. Indoor shoes are compulsory up to year 3 and recommended for others.
9. Outdoor clothes such as hats and coats are taken off indoors.\*
10. Shorts, dresses or skirts have an appropriate length and underwear is hidden.
11. Alcohol, tobacco products or smoking of any kind is forbidden during school hours and on school premises.
12. Mobile phones are not used during the school day or in the dining hall. Year 7-9 can decide if they can be used to use them during break time.\*
13. Students from preschool to year 6 stay on the school site during the school day.
14. All pupils go outside at break time. Year 7-9 can decide themselves and are allowed to be indoors and use the corridors, seating area and the gym hall (Monday–Thursday 09.50-10.10)

\* Please see the Appendix below



## Consequences for non-compliance

- **First time:**  
Verbal warning, the class teacher/mentor is informed
- **Second time:**  
Written warning, the parents are informed
- **Third time:**  
Meeting with the pupil, parents, mentor and headteacher. If the unwanted behaviour or breach of code of conduct happens again, the first step the school takes is always the dialogue. If that's not enough the school will act accordingly with meetings, contacting parents and then making the necessary decisions if unwanted behaviour does not stop.

### Clothes:

- Outdoor clothes are hung in designated areas and shoes are put on the shoe racks to keep corridors clear. Sports shoes are worn for PE and students bring appropriate clothes to be able to participate.
- Preschool – year 3 shall have extra outdoor clothing at school to be able to be outside in all weathers.

### On-site / break time rules:

- When the school day is over, students cannot be unsupervised inside or outside the school and younger students must be picked up on time. School premises can be used by older students if the staff has given permission. When the school is closed, no students or parents are allowed on the school premises.
- The football pitch is used according to the schedule posted on the pitch. Classrooms and the library are not to be used during break time, unless permitted by staff.

### Mobile phones and social media:

- Staff can permit pupils to use them for school work. During the school day, they must be put away and put on silent mode. The School is not responsible for student's mobile phones. Staff can take student's mobiles if instructions are not followed.
- Cyberbullying can be defined as the use of Information and Communications Technology (ICT) deliberately to upset someone else and may involve email, virtual learning environments, chat rooms, social networking sites, mobile phones, digital camera images and games and virtual world sites. To keep our students safe, we follow the same rules regarding social media as in real life and



will act according to our behaviour policy upon upsetting, offensive or otherwise inappropriate material or comments on the Internet.

## **Appendix 4: Code of conduct for students in Sixth Form (2025/26)**

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

### **The Swedish School in London offers you as a student:**

- a school with high student/teacher ratios
- a safe, 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
- a school that adapts lesson content, material and assignments according to students with special needs
- a school where students are informed about the reasons for a certain assessment or grade

### **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 assessment and grading
- Not bring mobile phones to the classroom, unless specifically required in the lesson

### **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 and the contract you signed for the school year. 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 as communicated by each teacher.

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:**

As a general rule mobile phones should be kept in the student's locker during all lessons. Individual teachers may decide 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.

**Rule:**

You are not allowed to spread or obtain any disrespectful material about someone else or send any material with sexual content to others or obtain such material. Furthermore, you are not allowed to take or publicise photos, 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 (books, etc) 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 whole assignment in question being failed. You can not expect to re-do the assignment. You are given an oral or written warning and your guardians are directly notified. All your other teachers are informed of the incident. You might be called to explain your actions to the academic coordinator. In case of repeated cheating you and your guardians will be called to a meeting with the Headteacher.

**Rule:**

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

Consequence:

Unauthorized mailing is taken down, your guardians are notified and you will be called to a conversation with a member of the senior leadership team.

**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 use any kind of illegal substances, at any time, 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 not allowed to vape, smoke, drink alcohol or take any form of drugs, including nicotine pouches, during school hours. It is also against the rules to supply underage persons with cigarettes, vapes, alcohol and drugs according to UK law.

Consequence:

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

**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 any damages, and theft will be reported to the Police. Your guardians will be notified and you may receive an oral warning or written warning.

**Policy for Re-tests**

Re-test are set at the discretion of the subject teacher. The school has set dates for re-tests, these are not necessarily directly following the original test date.