



# Plan Against Discrimination and Harassment

F<sub>AIR</sub> AND E<sub>QUAL</sub> T<sub>REATMENT</sub> P<sub>LAN</sub>



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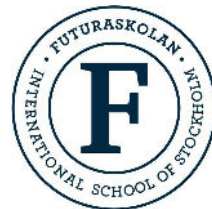
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*Reviewed June 2024*

## **1. Introduction to Futuraskolan International School of Stockholm plan for Fair and Equal Treatment**

The Fair and Equal Treatment Plan is required by law to be implemented in all schools in Sweden. This plan is based on the Act of Discrimination (2008:567). The purpose of this act is to combat discrimination and to promote equal rights and opportunities regardless of gender, ethnicity, religion or other belief, disability, sexual orientation or age. To prevent and preclude harassment and other degrading treatment related to any of the above mentioned is an important part of this plan.

Fair and equal treatment is a matter of concern to everyone at Futuraskolan International School of Stockholm . The goal of this plan is to assure that all learners at Futuraskolan International School of Stockholm are treated with respect and fairness. Non-learner related cases involving unfair and unequal treatment should be directed to the school management team. All cases of unfair and unequal treatment will be taken seriously and acted upon according to this plan.

This plan includes promoting equal opportunities, embracing diversity, fighting discrimination, harassment, and other acts of intimidation of any nature. Everyone working and attending the school shares responsibility for creating a positive and friendly school environment. The Futuraskolan International School of Stockholm anti-bullying plan is part of this document, bullying falls under “other acts of intimidation” in the law against discrimination and is further addressed in section §6 in the *Education Act (Skollagen)*.

Of additional importance is another Swedish law as of 1979 (*Föräldrabalken* 1978/79:67) forbidding chastising, physical abuse or any other degrading treatment towards children, up to and including 18 years of age. Children are respected and protected by Swedish law. This law reflects the values regarding how children are to be treated by adults and how the Swedish government and society emphasize fostering children.

If there are any suspicions about a child being abused or mistreated by an adult, parent or guardian then the school is obliged to report this to the Swedish Department of Social Welfare for further investigation in the municipality where the child officially resides.



## 2. Mission and Vision

### Mission Statement

Futuraskolan International School of Stockholm strives to develop learners who are internationally minded, generous in spirit and imbued with a sense of community service founded on respect. We challenge and motivate each learner to reach their full potential and aim to help them develop into caring global citizens.

### Our Goals:

- To create a calm, safe, and structured atmosphere, generating a fulfilling and encouraging working environment
- To offer an individually designed educational experience, stimulating and encouraging each child to do their absolute best while supporting their personal needs
- To create an international perspective and mindset in our learners
- To create a setting where our children, staff, and parents feel happy and comfortable, allowing each individual to demonstrate a sense of responsibility and respect for themselves and others
- We aim to be an international school that:
  - Challenges all learners to reach their highest levels academically, physically and socially
  - Adapts its teaching to accommodate the range of different learning styles
  - Promotes, recognizes and celebrates kindness of spirit
  - Promotes an awareness and understanding of the independence and interdependence between people and countries
  - Respects both similarities and differences between people and cultures
  - Develops an ability to be at ease with others who are different and to celebrate these differences

### An inclusive community that:

- Promotes respect for all
- Appreciates the difference between having an opinion and being opinionated
- Fosters a community spirit
- Encourages parents, teachers and learners to work together in fulfilling our core values

### Our Vision:

***We want to be the best stepping stone for future world citizens.***

With this vision we want to lift the aspirations and goals of our learners and give them the best start in life. We shall develop each learner's desire for lifelong learning and help them develop into tolerant, responsive, respectful, curious and communicative individuals.

### 3. Purpose

The purpose of the Fair and Equal Treatment Plan is to create a common awareness about Futuraskolan International School of Stockholm values linked through all departments and levels. Our focus is always to strive to improve equal opportunity for learners and staff in accordance with the law about discrimination (Act of discrimination 2008:567). This law takes into account gender, ethnicity, religion or other beliefs, sexual orientation, disability and age. To prevent and preclude harassment and other degrading treatment related to any of the above mentioned is an important part of this plan.

### 4. Definitions

#### 4.1 Bullying

At Futuraskolan International School of Stockholm we differentiate between not nice, mean, and bullying.

‘Not Nice’ (WHEN SOMEONE SAYS OR DOES SOMETHING THAT IS UNINTENTIONALLY HURTFUL AND THEY ONLY DO IT ONCE.... THAT IS NOT NICE.)

‘Mean’ (WHEN SOMEONE SAYS OR DOES SOMETHING THAT IS INTENTIONALLY HURTFUL AND THEY DO IT ONCE.... THAT IS MEAN.)

‘Bullying’ (WHEN SOMEONE SAYS OR DOES SOMETHING THAT IS INTENTIONALLY HURTFUL AND THEY KEEP DOING IT OVER A PERIOD TIME, EVEN IF YOU TELL THEM TO STOP OR SHOW THEM THAT YOU ARE UPSET.... THAT IS BULLYING.)

#### 4.2 Discrimination

Discrimination is unfair treatment of an individual or group that cannot be objectively motivated. It is based on a negative or hostile attitude towards an individual or the group they are part of.

The discrimination grounds are defined as follows:

Ethnic background means an individual’s national or ethnic origin or skin color

- Religion or beliefs
- Disability relating to physical and/ or psychological limitations
- Sexual orientation
- Age
- The right to equal treatment regardless of gender

Indirect discrimination:

- A learner should not be treated unfairly by seemingly neutral rules being used at their disadvantage e.g. using irony that can be misunderstood
- A staff member should not give an order or instruction to a learner leading to being stigmatized, ridiculed, or demeaned

### **4.3 Harassment**

Harassment is treatment that insults or hurts an individual's dignity and is linked to one of the acts of discrimination mentioned above. Harassment means to irritate or persistently torment an individual or group with the intention to make that person feel bad or left out. Such actions can be slandering e.g. spreading rumors, talking behind a person's back, exclusion, purposely withholding information, or saying negative things about a person.

A person's feelings and experiences must be respected and are the guidelines for when action should be taken. Even if the harassment is a single incident or has occurred frequently, it can be perceived as equally hurtful.

#### **4.3.1 Sexual harassment**

Examples of such harassments are:

- Unwelcome innuendos, looks, gestures or expressions.
- Unwelcome sexual remarks about appearance or private life.
- Behaviors related to gender that embarrass and/or can affect reputation.

### **4.4 Other acts of intimidation**

These include insulting or hurtful behaviors towards a person's integrity or dignity that are not linked to the grounds mentioned in the discrimination act. Bullying falls under this category.

Example

- Bullying (see anti-bullying plan below §9)
- Abusive behavior, unlawful threats, which also are criminal offenses.



## **5. Responsibility distribution**

### **5.1 School Management is responsible for**

- That staff, learners, and parents are familiar with the Futuraskolan International School of Stockholm Plan Against Discrimination and Harassment and the purpose of it.
- That staff, learners and parents are familiar with the law against discrimination, harassment, and other acts of intimidation (including bullying) and that this is included in the Plan Against Discrimination and Harassment.
- That goal orientated Plan Against Discrimination and Harassment work is being carried out in all grade levels.
- That there is a yearly revision of the schools' Plan Against Discrimination and Harassment involving staff, learners, and parents. This should also be repeated throughout the year on set dates as reminders to staff and possible new staff members.
- That there is a plan for staff members' competence development regarding their awareness and knowledge of discrimination, harassment, and other acts of intimidation. This must be included in a new staff members' introduction program and supervised by the employee's line manager.
- That there are routines for investigating acts of discrimination including which measures should be followed and how the documentation of harassment and acts of intimidation should be conducted.
- That routines for documenting reported incidents are in place and clear to all staff. It is highly recommended that the school keep all documentation in cases of discrimination for future reference. This is the school's proof of the school's intervention and the outcome.
- That routines for safekeeping documentation are in place.
- That information about the Futuraskolan International School of Stockholm Plan Against Discrimination and Harassment is included in the school's transition program for all new learners.

### **5.2 Mentor teachers/ Classroom teachers are responsible for:**

- Initiating talks with the class in mentor time about the Plan Against Discrimination and Harassment work and what it entails including the law against discrimination.



- Promoting equality in class discussions e.g. all learners are entitled to have a voice in classroom discussions.
- To schedule a time for reflection over norms and values and how we are influenced by them.
- Planning work strengthening group identity e.g. class activities.
- Introduce new learners upon arrival to the school's Fair and Equal Treatment Plan.
- Taking action according to the school's routines regarding discrimination, harassment and/or acts of intimidation, when an incident arises.
- Documentation of what has happened and interventions carried out. It is important that the case is handed over to management or counselors if deemed necessary by the teacher.
- Encourage learners to use the web links suggested on our school website e.g. the stop bullying site.
- Introduce new learners to the Plan Against Discrimination and Harassment program.

### **5.3 School Counselor is responsible for**

- Administration and routines of the mentor program at the school.
- To support learners and guide teachers if there is a concern/report about a case of discrimination, harassment, or other act of intimidation.
- Intervention guidance.
- Implementation guidance.
- Maintaining awareness and providing preventative education about the importance of the Plan Against Discrimination and Harassment work and mentorship program at the school.
- Sharing resources with colleagues about Plan Against Discrimination and Harassment e.g. films, case studies etc.

### **5.4 Learners are responsible for**

- Follow the school's [Code of Conduct](#)
- Respecting the school values and environment.





- Following the principles of the Life Skills embedded in the school's mentor program for a safe and friendly school.

## **6. Proactive Measures**

Vision: Everyone at Futuraskolan International School of Stockholm feels respected and is committed to work consciously to follow the Plan Against Discrimination and Harassment.

### Methods

- a. Life Skills and Mentor Program
- b. The Plan Against Discrimination and Harassment is a regular topic on the agenda of all meetings involving staff, learners and parents.
- c. Guidelines for how to create a friendly school are posted in visible places around the school.
- d. Mentorship classes and Life Skills allow scheduled time to focus on different topics such as norms, values, attitudes, teachers' roles, cultures, and backgrounds and how this influences us. These age-appropriate activities throughout the curriculum have the purpose to enhance awareness of the program.
- e. Class level assemblies emphasizing Futuraskolan International School of Stockholm values and Learning Goals.

Responsibility: Pedagogical management team, teachers, and learner support.

## **7. Plan Against Offensive behavior/harassment/discrimination Plan for Primary and Middle School**

Plan against offensive behavior/harassment/discrimination applies, the many actions and education the school provides.

It is important to be aware that differences in opinion, conflicts, or cooperation difficulties often occur in human relations. Teachers handle these situations on a daily basis. These situations do not always include offensive behavior/harassment/ discrimination.



## **7.1 Goals for offensive behavior/harassment/discrimination prevention**

- To create a school climate which is accepting, safe, and supportive and where bullying in any form of verbal, psychological, physical, or cyber has no place.
- To help learners and adults understand the consequences of their actions.
- To support and encourage friendly behavior.
- All learners and adults in the school feel respected and valued.
- Encourage learners to inform an adult if they have been a subject of bullying and/or harassment, or if they know of someone who has.
- Everyone in our school community knows the measures to follow if a case of bullying arises.

## **7.2 Plan of action in a offensive behavior/harassment/discrimination case**

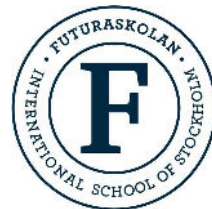
1. The staff member, who has found out or reported the case of offensive behavior/harassment/discrimination is obliged to collect the initial information and complete an [incident report](#).
2. This report is sent to: Principal, Vice Principal, Mentor Teacher, and Counselor. The Vice Principal and/or Counselor will investigate further and inform school management of the plan of action. The school management team has 24-48 hours to act upon the report.
3. Interviews will be carried out by pedagogical leadership team/ counselor/ classroom/mentor teacher with:
  - Victim(s)
  - Victim's parents (via telephone or email)
  - The alleged bully(s)
  - The alleged bully(s) parents (via telephone or email)
4. In separate interviews with the victim and the alleged bully, it is important that he/she/they feel safe to express their feelings about the accusations made. Strategies for interventions are determined in an agreement with the victim. In these interviews there should be a staff member present with the counselor/ management team member. This person will be the one taking notes about the incident.
5. Possible interventions to be implemented may include a number of solutions, and may differ depending on appropriateness for each case. E.g. interviews, parent calls/meetings, mediation meetings with both parties if

possible, information to teachers, groups, etc. All interventions must be in the best interest of the one subjected to the offensive behavior/harassment/discrimination and with the immediate goal to support this person to feel safe again.

6. A detailed report of what has happened and the planned intervention will be written as soon as possible by the interview leader, (member of pedagogical management team or counselor) and based on the notes taken about the incident.
7. After a case of offensive behavior/harassment/discrimination has come to the school's attention, the parents of all involved will be informed either by their child and/or a staff member. This will be anchored with the learner(s) and in their best interest. On occasion when learners themselves are asked to inform their parents, the parents will be requested to contact the school the following day or at the latest, after the weekend, for follow-up.
8. If the offensive behavior/harassment/discrimination continues after the first interventions the alleged learners' parents will be called to a meeting with the school management and counselor. An expanded action and consequence plan will be established to stop the bullying. This may include a number of solutions e.g. class change, change of class structure, assistants supervising in the classroom, detentions after or before school, privileges taken away – break time, extra duties – lunchtime or chores around the school and if deemed necessary by management, in-house suspension of the learner(s) etc.
9. As a last alternative, the learner(s) offensive behavior/harassment/discrimination will be taken out of his/her class and follow a special learning program until the bullying can be guaranteed to stop. Such consequences may also entail notification to the Swedish social authorities or/and the police, if deemed necessary.
10. Follow-up meetings are planned for all involved and will continue for several weeks. All of these meetings must be documented as well as calls made to parents/authorities during the follow-up.

### **7.3 Plan of action in a case where a learner or parent reports offensive behavior/harassment/discrimination**

A learner or a parent, who has concerns about a possible case of offensive behavior/harassment/discrimination is recommended to contact a teacher or a learner support who will investigate further. The investigation will be carried out according to more simplified routines in 7.2. These routines are as follows:

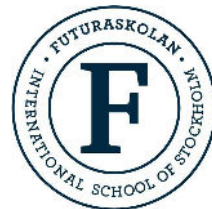


- a. The teacher and/or learner support will talk to learners involved explaining the seriousness of the offensive behavior/harassment/discrimination.
- b. At the meeting the learners will be given an opportunity to safely express feelings about what has happened.
- c. At the meeting they will decide together the best way to handle the situation and make sure the offensive behavior/harassment/discrimination stops. Notes will be taken by the counselor or teacher to document what has happened. Fill out the [incident report](#)
- d. The school will contact the parent/guardian to explain what has happened and what is going to happen. It is important that school and home work together to stop offensive behavior/harassment/discrimination.
- e. Close follow up with parents and learners will be planned to ensure that the offensive behavior/harassment/discrimination does not continue.
- f. If the offensive behavior/harassment/discrimination continues parents and learners will be called to a conference with the principal and/or counselor
- g. An expanded plan of action with close follow-up will be determined to stop the offensive behavior/harassment/discrimination.

#### **7.4 Plan of action in a case between Community Member (staff/adult) and learner reports offensive behavior/harassment/discrimination**

If an adult violates a learner or vice versa, the matter goes directly to the principal. The principal, supported by school management, proceeds with the following plan:

- a. Some type of abusive treatment is noted. If a learner has been violated, he/she/they contacts teachers, fritids staff, guardian, or principal. If a teacher has been violated, he/she should contact the Principal directly. If a teacher, fritids staff, or guardian is the one that receives the information, contact the principal. A report of abusive treatment is established. Fill out the [incident report](#)
- b. Investigation of abusive treatment initiated. The principal contacts the victim immediately to talk about the incident. Conversation is held investigating origin, occurrence, and plans of action. The meeting protocol



should contain dates for follow-up. All new information should be reported to the Principal in writing. An incident report is completed.

- c. The principal contacts the affected staff to talk about the event. If necessary, other staff within the organization might be called in. Conversation is held investigating origin, occurrence, and plans of action. The meeting protocol should contain dates for follow-up. Guardians are contacted and participate as needed. Outside agencies are contacted, as required.
- d. Follow-up is held on at least two occasions individually with all involved parties to ensure that the abusive treatment has ceased.
- e. Upon completion of the case, a listing is made in the offensive treatment report.
- f. In case of further violations, the Principal and School Leadership Team is contacted immediately. Discussions are held regarding what measures to take to terminate the violations.
- g. If it is a principal who discriminates, harasses or violates any learner or adult, the teacher or guardian will contact the Chief Executive Officer or CEO of Futuraskolan.

Futuraskolan International School of Stockholm is committed to ensuring a safe environment for all members of the school community where learners, teachers and parents work cooperatively to ensure the mission of the school and its educational goals can be successfully met.

Futuraskolan International School of Stockholm is against Discrimination and Harassment in any form. We believe that our [code of conduct](#) must be based on the following principles:

- Respect for the rights of other people
- Honesty and truth
- Respect for ethnic, religious, and gender difference
- Respect for people's individuality
- Our Personal Goal words
- Common sense, good manners and courtesy

Each learner at Futuraskolan International School of Stockholm has the right to feel safe, happy, and accepted.

Bullying at school is when one or several people repeatedly and systematically harass another person physically or psychologically during a specific period of

time. The time period can be a few weeks but it is often months or occasionally years. Individual incidents of harassment are not classified as bullying. The Futuraskolan International School of Stockholm definition of bullying is listed above and can be found [here](#).

Bullying can take many forms, and can be, but is not limited to the following: definitions

- *Cyberbullying* - An extension of bullying through the use of an electronic communication device to bully a person, typically by sending messages of an intimidating or threatening nature.
- *Physical bullying*- intentional use of physical contact or deliberate property damage.
- *Verbal bullying*- use of language to threaten or hurt.
- *Exclusion bullying*- leaving someone out on purpose to cause feelings of non-acceptance.
- *Extortion* - use of threat or power to obtain favor or goods.
- *Racial/Religious bullying*- antagonism or prejudice towards someone based on their race/religion.
- *Sexual bullying*- Unwelcome comments, attention, contact or behavior of a sexual nature.
- *Gesture bullying*- use of non-verbal signals to cause intimidation or fear.

## **8. Evaluation and follow-up**

- a) A staff member who forwards a suspected case of bullying, harassment, or intimidation to a counselor or a member of management is responsible to follow-up with the person they reported it to find out how the case has developed. This information should be discussed as a point in the agenda at the department meetings.

Responsibility: Pedagogical school management team.

- b) Reflection, documentation, and evaluation of the effectiveness of the Plan Against Discrimination and Harassment work at Futuraskolan International School of Stockholm will be carried out on a yearly basis. This is currently in process, the analysis of our work with the Plan Against Discrimination and Harassment will highlight the positive examples and focus on areas needing improvement

Responsibility: Plan Against Discrimination and Harassment team at Futuraskolan International School of Stockholm that includes management, coordinators, and counselors.

- c) Review of all documentation towards the end of spring term every year. Mapping, analysis and collaboration of the documentation will be done as preparation for the Plan Against Discrimination and Harassment work the following school year.

Responsibility: Plan Against Discrimination and Harassment team.

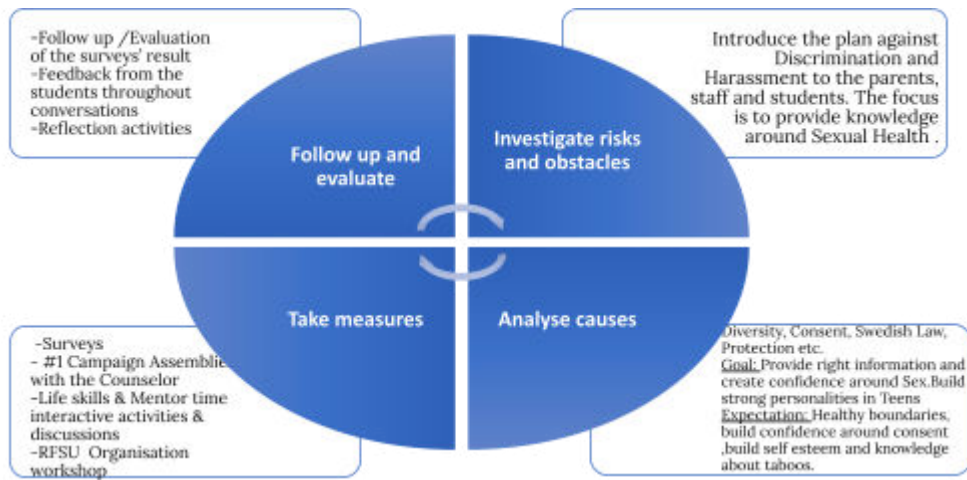
## 9. Active Measures

The new rules legislated by Diskrimineringslagen require the following four step process to be carried out continuously throughout the year.





## Focus Area 1: September: Sexual Health and Hygiene Campaign #1



## Focus Area 2: Kindness Awareness and Inclusion - Campaign #2





### Focus Area 3: Diversity and Inclusion: LGBTQ+ - Campaign #3

