Katedralskolan – Anti-discrimination and Anti-abuse Plan, 2018-2019

Contents:
Facilitative measures, 2018-2019 2
Preventive measures, 2018-2019 4
Procedures for urgent situations 6
Attachment 1 Evaluation of 2017-2018 8
Attachment 2 Terms 13
Attachment 3 Application form 16

Vision
Our vision is that all students feel secure, affirmed and respected so that they can devote their time to learning. Discrimination, harassment and other abuse are strictly prohibited. Katedralskolan is to offer a safe environment for both students and staff, promoting fruitful relationships and treating each individual with the respect they deserve. Everybody has the responsibility to work towards a nourishing social atmosphere and sense of togetherness.

Administrators and counsellors have drawn up this Anti Discrimination Plan in collaboration with students, teachers and other staff.
Student participation is based on the results of surveys, followed by discussions among administrators, the healthcare staff and students themselves. Teacher participation is based on discussions of survey results at a series of meetings.

The Anti Discrimination Plan is to be disseminated to the staff when school starts and remain on the agenda throughout the academic year. The administrator in charge is to inform year 1 students. Year 1 student representatives are to be notified of the plan during orientation. The representatives are to work with mentors throughout the year to present the plan during their sessions. The administrator is to provide information at the year 1 parent-teacher’s meeting when school starts.

Assessment
The assessment of the study environment uses the following methods.

- A municipality-wide National Agency for Education student survey (Skolverket) conducted in March contains questions about values to be used in the assessment (see below).
- A similar survey (LUNKEN) is conducted every other year for year 2 students.
- The staff is involved in the assessment by discussing the results of the surveys at a series of meetings.
- The results of the surveys are discussed at DPSC (student council meetings).
- Finally, administrators and counsellors review the above material.

Facilitative measures, 2018-2019

<table>
<thead>
<tr>
<th>Area</th>
<th>Objectives</th>
<th>Measure</th>
<th>Responsibility/monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student skills</td>
<td>The fundamental skills are knowledgeable, caring, risktaker, principled, communicators, reflective, inquirers, open-minded,</td>
<td>Classroom teachers focus continually on the skills. Mentors are to bring up the skills at each progress talk throughout a student’s upper secondary school studies.</td>
<td>Administrators</td>
</tr>
<tr>
<td></td>
<td>The mission of the IB Diploma Programme at Katedralskolan is to encourage the development of active lifelong learners who think and act as socially responsible citizens of a global community</td>
<td>Classroom teachers focus continually on the skills. Mentors are to bring up the skills at each semester performance review throughout a student’s upper secondary school studies.</td>
<td>Teachers and mentors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>PDP are informed and do exercises on the IB Learner Profile during the Welcome Program</td>
<td>Principal and CAS advisor</td>
</tr>
<tr>
<td>Dignity and equality</td>
<td>All students and staff must treat each other respectfully regardless of</td>
<td>All staff members are to attend an advanced course in interdisciplinary</td>
<td>Administrators and Sara Alfredsson</td>
</tr>
<tr>
<td>Topic</td>
<td>Responsible Parties</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gender, transgender identity or expression, ethnic background, religion or other creed, disability status, sexual orientation or age.</td>
<td>Administrators and teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skills in August.</td>
<td>Civics teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school will be arranging a “Verdun Never Again” equality theme day during the autumn.</td>
<td>Administrators, counsellors and student organisations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are also proceeding with UN role-playing initiatives for each programme.</td>
<td>Tobias and CNO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valentine's Day is used to bring up a series of issues surrounding treatment of LGBT students and other matters.</td>
<td>Administrators, healthcare staff and the anti-discrimination team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teachers on the anti-discrimination team will compile suggestions for V classroom sessions concerning fundamental skills. Information about the team will appear on the website.</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine the source of major gender differences when it comes to the experience of stress.</td>
<td>Administrators, health care staff and the anti-discrimination team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are aware that the examples provided in the classroom must avoid traditional gender roles, while ensuring that everyone has an equal right to speak and that full scope exists for exercising influence regardless of gender.</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We must also be better at avoiding traditional gender roles when choosing literature and offering courses.</td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are increasingly aware of the use of language in our dialogue with students. We do not proceed from the assumption that</td>
<td>All staff members</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
a nuclear family consists of a mother, father and children or that the partners of students are always of the opposite sex.

Library purchases are to be based on written material that discusses LGBT issues and inclusion.

The UNESCO Public Library Manifesto is to provide a general framework.

### Preventive measures, 2018-2019

<table>
<thead>
<tr>
<th>Area</th>
<th>Objectives</th>
<th>Measure</th>
<th>Responsibility/monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation in the anti-discrimination effort</strong></td>
<td>Students must be acquainted with the substance of the Anti-Discrimination Plan in order to obtain assistance when needed.</td>
<td>Putting together a brief, easily accessible version of the Anti Discrimination Plan.</td>
<td>CNO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expanding the healthcare platform for V class such that students can obtain assistance and advice as part of the facilitative, preventive effort.</td>
<td>Counsellors, nurses and IT staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The counsellors are to have a table outside the cafeteria a couple of times each semester so they can provide information and answer questions about supportive and preventive initiatives by the healthcare staff.</td>
<td>Counsellors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>During the academic year, the healthcare staff and administrators are to attend a course in wellness and prevention under the direction of SPSM.</td>
<td>Healthcare staff and administrators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The mentors and student representatives must collaborate to implement the anti-discrimination plan during mentoring sessions.</td>
<td>Administrators, mentors and student representatives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The healthcare staff is to offer a lecture about wellness measures on roll call day for year 2.</td>
<td>Healthcare staff</td>
</tr>
</tbody>
</table>
Reintroduce a day that focuses on anti-discrimination.  

<table>
<thead>
<tr>
<th>Security and trust</th>
<th>All students must be able to experience security and trust at school.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continuing to train the staff in anti-discrimination measures so they can assume even greater responsibility for security and comfort.</td>
</tr>
<tr>
<td></td>
<td>Student organisations must continue to act in a facilitative, preventive manner that encourages security and comfort.</td>
</tr>
<tr>
<td></td>
<td>Administrators, healthcare staff and the anti-discrimination team.</td>
</tr>
<tr>
<td></td>
<td>Administrators and student organisations.</td>
</tr>
</tbody>
</table>
Procedures for urgent situations
Everybody has the responsibility to work towards a nourishing social atmosphere and sense of togetherness.

Two laws protect students from abuse, discrimination and harassment at school.

Education Act (Chapter 1, Section 5)
“The education system shall be designed in conformity with fundamental democratic values and human rights, including the inviolability of human life, individual liberty and privacy, the principle that all people are created equal, anti-discrimination and interpersonal solidarity. Everyone who works for the education system shall promote human rights and actively oppose all types of abuse.”

Pursuant to Chapter 6, Section 8 of the Education Act, the education provider shall ensure that a plan is drawn up each year to offer an overview of the measures required to prevent abuse of students.

Section 1 of the Discrimination Act (Swedish Code of Statutes 2008:567)
“The purpose of this Act is to combat discrimination and in other ways promote equal rights and opportunities regardless of gender, transgender identity or expression, ethnicity, religion or other creed, disability, sexual orientation or age.”

Procedures for early detection of harassment and abuse
All students are urged to be aware of discriminatory and abusive tendencies at school. A staff member is required to promptly notify an administrator in charge if they find out that a student has been discriminated against or abused.

Students who have been discriminated against or abused must be able to contact the staff member of their choice. If harassment or abuse can be verified, the school must prevent it from happening again. The measures taken by the school are based on its investigation of the particular case. The measures should target both the perpetrators and the victim.

Following are various conceivable measures.
- recurring conversations with students, facilitated by staff members with the proper skills
- classroom teachers are informed so that they can be more observant than usual

Students who are harassed or otherwise abused by staff members are particularly vulnerable because of their subservient position. In other words, abuse committed by staff members is regarded as extremely serious. It is important that the school act quickly if it suspects that a student has been abused by a staff member. The principal or someone with equivalent powers should assume responsibility for the investigation.

Pursuant to the Education Act, a teacher or another staff member must report to the principal as soon as they find out that a student may be the victim of discrimination, harassment or abuse. The principal is required to pass the information on to the education provider. All
suspected or verified abuse is covered by the rule. In collaboration with the healthcare staff, the administrator in charge provides documentation, monitors and evaluates. An action programme is drawn up if abuse is recurring or particularly serious.

If harassment or abuse is extremely serious, disciplinary measures may be required. A student files a report with the staff or administration. With the assistance of a staff member as needed, the student fills out a form entitled “Report of discrimination or abuse” (see Attachment 1). The form is given to the administrator in charge, who provides documentation by means of another form entitled, “Documentation of discrimination and abuse – report of measures taken” (see Attachment 2). The principal passes the information on to the education provider.

**Responsibility**
The first step is to urge the perpetrator to behave differently.

The second step is for the teacher or staff member who obtained the information to investigate the reason for the perpetrator’s behaviour.

The third step is for the administrator in charge to investigate the matter. They must try to convince the perpetrator to straighten up and may issue a written warning. The parents are to be notified at that point of the measures that are being taken. If the offences are particularly serious, the matter may be sent directly to the principal for investigation.

A fourth step is to suspend the student either wholly or in part for up to two weeks during the semester. The step may be taken if previous measures have not worked, if the perpetrator’s conduct can injure other students or if there are other extraordinary reasons. The perpetrator may also be expelled for a certain period of time. The board of education makes a decision after conducting an unconditional investigation. The principal can suspend the perpetrator effective immediately while awaiting the board’s decision for up to two weeks. The decision may be appealed against. The education provider has ultimate responsibility for the effort to combat abuse and can call attention to and assign resources for schools that are experiencing problems.
Evaluation of the plan for academic year 2017-2018

An evaluation of the previous plan has generated the following results

Evaluation of facilitative measures

<table>
<thead>
<tr>
<th>Area</th>
<th>Objectives</th>
<th>Measure</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student skills</strong></td>
<td>The Katedralskolan vision is that all students improve their skills during their upper secondary school studies. The effort to promote fundamental skills must inform everything the school does.</td>
<td>The mentors are to attend a review of the skills at the beginning of each academic year. Classroom teachers focus continually on the skills. Mentors are to bring up the skills at each semester performance review throughout a student’s upper secondary school studies.</td>
<td>All new staff members are to be informed about the fundamental skills. Most mentors have done so during their performance reviews once per semester. The coordinator and acting principal review the IB learner profile (the English version of the skills) at IBDP for all new students.</td>
</tr>
<tr>
<td><strong>Dignity and equality</strong></td>
<td>All students and staff must treat each other respectfully regardless of gender, transgender identity or expression, ethnic background, religion or other creed, disability status, sexual orientation or age.</td>
<td>Each member of the staff is to respond and take action whenever they discover that a student is not doing well or has been abused.</td>
<td>The results of the survey improved somewhat from the previous year and we remain well above the national average (see analysis). The school arranged a Love Is Free theme week during the spring that included various activities and classroom visits. All programmes took UN role-playing initiatives.</td>
</tr>
<tr>
<td></td>
<td>We are also proceeding with UN role-playing initiatives for each programme.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Valentine’s Day is used to bring up a series of issues surrounding treatment of LGBT students and other matters.</td>
<td></td>
<td>The school planned a comprehensive Valentine Day’s activity that featured the participation of the Love Is Free group.</td>
</tr>
<tr>
<td></td>
<td>All year one students are to receive instruction in relationships and reproductive health during lectures and as part of their course content.</td>
<td></td>
<td>While there were no lectures on relationships and reproductive health, the subject was discussed in the classroom and at visits during the theme week.</td>
</tr>
<tr>
<td>Task</td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train the anti-discrimination team in LGBT issues.</td>
<td>The anti-discrimination team offered a training about LGBT issues and began disseminating information among colleagues. Background material was developed to support mentors when talking about fundamental skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine the source of major gender differences when it comes to the experience of stress.</td>
<td>The issue, which was discussed at student-administrator and staff meetings, will remain at centre stage as part of our “stimulation with balance” focus area during the next academic year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are aware that the examples provided in the classroom must avoid traditional gender roles, while ensuring that everyone has an equal right to speak and that full scope exists for exercising influence regardless of gender.</td>
<td>The staff meetings examined the matter when we evaluated the anti-discrimination effort. Many teachers called attention to the problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We must also be better at avoiding traditional gender roles when choosing literature and offering courses.</td>
<td>The staff meetings examined the matter when we evaluated the anti-discrimination effort. Many teachers called attention to the problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We are increasingly aware of the use of language in our dialogue with students. We do not proceed from the assumption that a nuclear family consists of a mother, father and children or that the partners of students are always of the opposite sex.</td>
<td>The staff meetings examined the matter when we evaluated the anti-discrimination effort. Many teachers called attention to the problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library purchases are to be based on written material that discusses LGBT issues and inclusion.</td>
<td>The library proceeded from the memo when making its purchases.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The UNESCO Public Library Manifesto is to provide a general framework.

The UNESCO Public Library Manifesto provided a general framework.

### Evaluation of preventive measures, 2017-2018

<table>
<thead>
<tr>
<th>Area</th>
<th>Objectives</th>
<th>Measure</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in the anti-discrimination effort</td>
<td>Students must be acquainted with the substance of the anti-discrimination plan in order to obtain assistance when needed.</td>
<td>Putting together a student reference group to collaborate with counsellors on developing a brief, easily accessible version of the anti-discrimination plan.</td>
<td>Not accomplished yet. But administrators and counsellors meet with student representatives on a regular basis to evaluate and discuss the fundamental skills effort.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The counsellors are to have a table outside the cafeteria once a month so they can provide information and answer questions about supportive and preventive initiatives by the healthcare staff.</td>
<td>The counsellors did not set up a table but participated on Valentine’s Day and the school-wide Love Is Free week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expanding the healthcare platform for V class such that students can obtain assistance and advice as part of the facilitative, preventive effort.</td>
<td>The counsellors got started on the effort and plan to continue during the next academic year. The healthcare staff held a lecture about wellness measures for all year 2 students on the first day of school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The mentors and student representatives must collaborate to implement the anti-discrimination plan during mentoring sessions.</td>
<td>Both administrators and a group of teachers took the initiative.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reintroduce a day that focuses on anti-discrimination.</td>
<td>The school did not reintroduce the day but had a Love Is Free theme week. The Feminist, Agera and other independent groups brought up the subject in</td>
</tr>
</tbody>
</table>
Security and trust

All students must be able to experience security and trust at school. Continuing to train the staff in anti-discrimination measures so they can assume even greater responsibility for security and comfort. The school stressed the fundamental skills effort at staff meetings and other venues. Members of the anti-discrimination team disseminated information and awareness about the effort to groups of colleagues for various disciplines. Various projects and collaborative initiatives will be pursued during upcoming academic years.

Student organisations must continue to act in a facilitative, preventive manner that encourages security and comfort. Several groups of students have focused on the issue. The theatre group looked closely at fundamental skills and took a leadership training through the municipality. Administrators met regularly with the theatre group, student body, etc. Cooperation went well.

Results and analysis

A number of activities facilitated the anti-discrimination effort at the school.

- All programmes took UN role-playing initiatives and IBDP collaborated with compulsory education in the area.
- The Global Health agenda at the Science programme had a thematic and multidisciplinary approach to human rights.
- The programme stressed sustainable development as part of an interdisciplinary project for the UN Global Goals.
- A major project centring around Ravensbruck involved students from HIP and PDP.
- Valentine's Day was used this year to bring up a series of issues surrounding treatment of LGBT students and other matters.
- The school arranged a Love Is Free theme week that took a close look at fundamental skills.
- Field trips to the Hague, Berlin, Flanders and other places in and outside of Sweden concentrated on the theme of human rights.

Students feel secure and comfortable at Katedralskolan. The average was unchanged from the previous year (index of 8.9, as opposed to 8.1 nationwide). The school improved when it came to preventing abuse and taking action when discovering that a student had been victimized. The figures were somewhat better than the previous year’s surveys (see below).

Responses to the questions:

13.1 My school works proactively to prevent abuse
13.2 The staff does something about it if they find out that someone has abused a student
13.3 I know whom to speak with if a student has been abused
The entire staff must assume even greater responsibility for implementing the anti-discrimination plan and help each other observe students who are not doing well or are experiencing abuse. The healthcare counselling team continued to identify structures that promote wellness and prevent problems in collaboration with both students and mentors. It also discussed the fundamental skills effort with student representatives prior to the orientation programme.

The healthcare staff and administrators are to receive advanced training in wellness and prevention during the next academic year (additional information under future objectives). One of the assistant principals was asked to put together a more easily accessible version of the anti-discrimination plan to make it easier to disseminate to both students and staff. The healthcare staff held lectures for all year two students at the beginning of the academic year and offered suggestions for improving wellbeing and academic performance.

The anti-discrimination team carried out a training on LGBT issues and its members began informing the groups for the various disciplines, librarians and other staff. Projects related to the fundamental skills effort are being planned for next year in the areas of science, Swedish and history.

Gender differences in terms of the experience of stress were discussed at student-administrator and staff meetings. We agreed to additional improvements when it comes to the trial schedule, given that it has been a source of stress. Both a well-functioning trial schedule and clear communication through V class and ManageBac can facilitate the effort and smooth out peaks of schoolwork. After further examining the causes of stress, the analysis team came together around four areas:

1. **Written and open assignments are the most arduous.** The biggest problem is that it is difficult to get started and know when you’re finished.
2. **Unclear instructions create additional stress because students are left in the dark about what to do.**
3. **Accumulation of assignments adds an extra burden.**
4. **The use of classroom sessions (what is done with the time, and how the teacher plans) affects the experience of stress.**

The figures remain high, and we must continue to work on this next year as part of the school-wide “stimulation with balance” focus area.

Everyone has responsibility for the study environment. "All staff members must cooperate to ensure that the school provides a proper setting for development and learning” (Chapter 2:1, curriculum for upper secondary education). The healthcare staff must engage in preventive and wellness efforts to support students as they strive to meet the targets (Chapter 2:25, Education Act, Swedish Code of Statutes 2010:800).
Concepts

Discrimination
Discrimination occurs when the education system proceeds from irrelevant considerations to treat one student less favourably than others as the result of gender, transgender identity or expression, ethnicity, religion or other creed, disability, sexual orientation or age (prohibited grounds of discrimination). Discrimination may be either direct or indirect.

Direct discrimination
Direct discrimination occurs when a student is treated unfavourably due to one of the prohibited grounds of discrimination. For instance, a girl may be denied admission to an upper secondary school programme because so many girls are already participating in it.

Indirect discrimination
Indirect discrimination occurs when a school applies a provision or procedure that is ostensibly neutral but that treats a student unfavourably due to one of the prohibited grounds of discrimination. For instance, if all students are served the same meals, those who cannot eat them for religious or health reasons are indirectly discriminated against.

Harassment and abuse
The Discrimination Act defines harassment as conduct that violates a student’s dignity due to one of the prohibited grounds of discrimination (see abuse below). For instance, belittling or derogatory generalisations may be used about “female” or “homosexual” qualities, etc. All harassment has the effect of insulting, threatening, abusing or unfavourably treating a student.

Abuse
The Education Act defines abuse as conduct that violates a student’s dignity but is not associated with any prohibited grounds of discrimination.

All harassment and abuse involve conduct that violates a student’s dignity. Abuse may include physical blows, nicknames, ostracism, and invasive photos or message in social media. Both staff members and students can behave in a manner that constitutes harassment or abuse.

Sexual harassment
Harassment may also be sexual in nature.
Touching, groping, jokes, propositions, looks, jargon and suggestive pictures may be classified as sexual harassment. The victim determines what is abusive or not.

**Reprisals**
The staff may not subject a student to punishment or other types of unfavourable treatment because the student or parents have reported the school for discrimination or stated that harassment or other abuse occurs there.

**Prohibited grounds of discrimination**

**Gender**
The Discrimination Act defines gender as the fact of being either a woman or man.

**Transgender identity or expression**
The Discrimination Act defines transgender identity or expression as self-identification as either a woman or a man or the expression of belonging to another gender by means of dress or in some other manner. This prohibited ground of discrimination is not to be confused with that of sexual orientation. Transgender people may be either homosexual, bisexual or heterosexual.

**Ethnicity**
The Discrimination Act defines ethnicity as national or ethnic origin, skin colour or similar characteristics. All people have a certain ethnicity. A person born in Sweden may be a Roma, Sami, Swede, Kurd, etc. A person may have more than one ethnicity.

**Religion or other creed**
The Discrimination Act does not define religion or other creed. According to Government Bill 2002/03:65, only creed based on or associated with a religious faith (such as Buddhism or atheism) should be protected from discrimination. Ethnic, political or philosophical principles and values unrelated to religion are not covered.

**Disabilities**
The Discrimination Act defines disabilities as permanent, physical, psychological and intellectual limitations as the result of congenital, acquired or anticipated injury or illness.

The Equality Ombudsman uses the term *impairment* rather than disability because the obstacle originates from the community, not the individual.
Sexual orientation
The Discrimination Act defines sexual orientation as homosexuality, bisexuality or heterosexuality.

Age
Everyone is to be protected against discrimination due to age no matter how old or young they are. Generally speaking, children and the elderly are most likely to be discriminated against because of age. Students are entitled to the same protection. However, students may receive special treatment because of age pursuant to a provision of the Education Act, etc. Source: http://www.planforskolan.se/
Attachment 2
Notification form

Discrimination or abuse

STUDENT

Name………………………………………………………………………………………………

Year of birth…………………………………………………………………………………….

Address…………………………………………………………………………………………

Postal code and city…………………………………………………………………………

Daytime/evening phone……………………………………………………………………

Email……………………………………………………………………………………………

Write down what has happened and the way in which the student has been
unfavourably treated due to prohibited grounds of discrimination – gender, transgender
identity or expression, ethnicity, religion or other creed, sexual orientation, disability or
age – or is the victim of other abuse.

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Name and address of submitter

Name and date (fill in only if you are not a student)

Name printed

Name printed

(You may submit the form anonymously if you prefer)
<table>
<thead>
<tr>
<th>Date received</th>
<th>Signature of staff member or principal</th>
<th>Name printed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>