

## SHL CODE OF ETHICS AND CONDUCT

### Culture of interaction, personal integrity and respectful collaboration

Applicable to everyday school life, events, digital spaces, as well as practical training periods and placements in partner organisations.

### 1. PURPOSE AND SCOPE

SHL is a place of learning and practical training. Students, staff, lecturers and partner companies share responsibility for ensuring a respectful and safe environment. This Code of Conduct sets out the binding standards for behaviour and collaboration within the SHL context. It is applicable on campus, at events, on excursions, in digital channels, and during internships and assignments in partner companies.

### 2. RELATION TO THE SHL COMPETENCE MODEL

This Code of Conduct complements the SHL Competence Model within the ID Loop. It illustrates how key competencies are put into practice in everyday life, in particular self-reflection, communication skills, empathy, conflict management and responsible behaviour. Competence Model: <https://www.shl.ch/id-loop/kompetenzmodell>

### 3. OUR STANCE AND OUR STANDARDS

SHL stands for a culture of respect, professionalism and responsibility.

We expect:

- Respectful and professional conduct, even under pressure
- Communication that shows appreciation and does not belittle others
- Openness to feedback and a willingness to reflect on impact and intent
- Addressing breaches of boundaries rather than looking the other way
- Protection of those affected, as well as an environment free from fear of discrimination following a report

### 4. WHAT IS NOT ACCEPTED

SHL **does not tolerate any behaviour** that violates personal integrity or discriminates against people.

This includes, in particular:

- Discrimination and disadvantage based on personal characteristics
- Harassment, bullying and systematic exclusion
- Sexual harassment and unwanted advances
- Threats, intimidation and violence
- Stalking and invasion of privacy
- Disadvantage or pressure in response to a report or concern

#### By colleagues

- Sexist jokes or comments within the team
- Repeated advances despite a clear rejection
- Sharing sexual images/videos in the work chat
- “Accidental” physical contact (e.g. deliberate brushing against someone)

#### By supervisors

- Suggestions that one will receive benefits (e.g. better shifts) if one “plays along”
- Invitations with sexual undertones, followed by pressure or disadvantages if refused
- Comments about clothing or the body (“Wear something tighter; it goes down better with guests”)
- Unwanted physical proximity or touching

#### In a workplace setting, the following also applies:

- A harsh tone or high pressure in the kitchen, service or other areas does not justify belittling behaviour.
- Dependencies arising from grades, rota planning, shift planning, references or placement assessments must never be used as a means of exerting pressure.
- Protection of students and staff also applies in contact with guests.

## 5. THRESHOLDS AND BOUNDARIES

### A. Grey areas are taken seriously

There are situations that can be interpreted in different ways or perceived as microaggressions. Such incidents are also taken seriously and should be addressed so that clarification and learning are possible. Examples include thoughtless comments, stereotypical jokes, repeated snide remarks, inappropriate questions about origin or identity, and a disparaging tone in stressful situations.

### B. Crossing the line is not accepted

The line is considered to have been crossed if at least one of the following criteria is met:

1. **Repetition despite being told**  
Behaviour continues even though it has been made clear that it is undesirable or inappropriate.
2. **Belittling or demeaning**  
People are ridiculed, shamed, excluded or their dignity is violated.
3. **Abuse of power or exploitation of a dependent position**  
Exerting pressure or influence through grades, services, work schedules, school reports or internship evaluations.
4. **Physical or sexual boundary violations**  
Unwanted closeness, touching, innuendo, messages or invitations under pressure.
5. **Threats, intimidation or discrimination following a report**  
Threats, instilling fear or negative consequences as a result of a concern or a report.
6. **Discrimination on the basis of protected characteristics**  
Belittling or discrimination on the grounds of gender, origin, religion, disability, age, sexual orientation or other personal characteristics.

Key point: Unclear situations should be addressed and clarified. Repeated, disparaging, power-based or threatening behaviour crosses a line.

## 6. IF SOMETHING HAPPENS, YOU WILL RECEIVE SUPPORT

Reports and concerns are taken seriously and handled with care at SHL. SHL ensures that making a report or requesting support will not have any negative consequences for your studies. In particular, a report must not result in a person failing their internship semester, jeopardising their enrolment for the semester, or delaying their course of study. Discrimination, pressure or negative reactions in connection with a report will not be tolerated and will be dealt with firmly.

### Phase 1: Peer contacts

Students act as peer contacts to provide initial guidance. They help students to understand the situation, clarify the next steps and, if requested, accompany them to the next stage. Peer contacts do not decide on consequences.

Peer contacts are listed in the following document: [\(only for SHL students accessible\)](#)

### Phase 2: SHL contact point

A designated SHL contact point is available for confidential support, clarification and protective measures. During practical placements, the relevant contact point within the organisation will also be involved where necessary.

### SHL Contacts

**Ms Simone Rogge**  
Head of Internships  
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+41 41 417 33 18

**Ms Sonja Kern**  
Head of Education Administration  
[Sonja.Kern@shl.ch](mailto:Sonja.Kern@shl.ch)  
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### Phase 3: Formal procedure and external bodies

In the event of serious incidents or where formal clarification is required, a formal procedure will be initiated. If necessary, external bodies or legal action may be involved.

Emergency advice: In the event of immediate danger, contact the emergency services or the police immediately.

## 7. COMMITMENT TO PARTNER ORGANISATIONS

Partner organisations recognise this Code of Conduct as the standard for work placements and assignments within the SHL context. They undertake to appoint a contact person, to take reports seriously, to prevent discrimination following reports, and to actively cooperate in clarifying matters.

## **8. CONSEQUENCES**

Breaches of the Code of Conduct are taken seriously. Affected individuals may contact the programme director or the designated representatives (as per Chapter 6). SHL will carefully investigate such reports and decide on appropriate measures.

Depending on the severity, context and recurrence, measures range from clarifying discussions, conditions and mandatory training through to disciplinary measures, termination of an internship and further organisational steps. Regarding partner organisations, this may also result in a temporary or permanent exclusion on accepting further SHL students as interns.