

## **Katedralskolan – Anti-discrimination and Anti-abuse Plan, 2020-2021**



Student council Katedralskolan, 2020-2021

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### **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, 2020-2021

| Area  | Objectives  | Measure  | Responsibility/monitoring   |
|---|---|--|---|
| <b>Student skills</b><br><br>The fundamental skills are knowledgeable, caring, risktaker, principled, communicators, reflective, inquirers, open- minded, balanced, thinkers | 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                | 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.<br><br>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.<br><br>PDP are informed and do exercises on the IB Learner Profile during the Welcome Program | Administrators<br><br>Teachers and mentors<br><br>Principal and CAS advisor |
| <b>Dignity and equality</b>   | 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. | All staff members are to take part of the schools revised anti-discrimination and anti-abuse plan with special emphasis on the facilitative and preventative goals for the school year of 20/21. The school will be  | All staff<br><br>Social science teachers                                    |



|  |   |  |
|--|---|--|
|  | arranging a UN role-play initiative for all programmes.   |  |
|  | Valentine's Day is used to bring up a series of issues surrounding treatment of LGBTQ students and other matters.   | Administrators, school counsellors and student organisations |
|  | We are aware that the examples provided during lessons 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.                        | Teachers   |
|  | We must also be better at avoiding traditional gender roles when choosing literature and offering courses.  | Teachers   |
|  | 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 | All staff  |
|  | More subject teams to be educated on LGBTQ and inclusiveness.   | The anti-discrimination group/Åse Werner                     |
|  | Library purchases are to be based on written material that discusses LGBTQ issues and inclusion.  | Library  |
|  | The library is to actively offer a broad spectrum collection of authors and content of both fiction and non-fiction genres, represented by minority groups.   | Library  |



## Preventative measures, 2020-2021

| Area   | Objectives  | Measure   | Responsibility/monitoring  |
|--|---|---|--|
| <b>Participation in the anti-discrimination effort</b> | Students must be acquainted with the content of the Anti-Discrimination Plan in order to obtain assistance when needed. | An updated Anti-Discrimination Plan together with a brief, easily accessible version to be published on Vklass and ManageBac  | Administrators   |
|  |   | The mentors and student representatives must collaborate to implement the anti-discrimination plan during mentoring sessions. The school management is to remind the mentors via weekly messages. To help facilitate this we will extend the mentor time for year 1.  | Administrators, mentors and student representatives                |
|  |   | The anti-discrimination group is to recruit some new members allowing us to be better represented in all subject groups and across all staff. To make the voices of the students clearer and better heard we are also to cooperate with the student representatives, who will be represented at our meetings. | The anti-discrimination group                                      |
|  |   | The anti-discrimination group is to review the art of the school and attempt to act for a more diverse and inclusive imagery across all spaces of the school.   | The anti-discrimination group                                      |
| <b>Security and trust</b>                              | All students must be able to experience security and trust in all spaces of the school.                                 | Continuing to train the staff in anti-discrimination measures so they can assume even greater responsibility for security and comfort.  | Administrators, healthcare staff and the anti-discrimination team. |
|  |   | Student organisations must continue to act in a facilitative, preventive manner that encourages security and comfort.   | Administrators and student organisations.                          |
|  |   | Student representatives to receive education in our fundamental values work.  | The school counsellors   |



## **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.




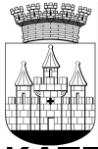
Attachment 1

**Evaluation of the plan for academic year 2019-2020**

An evaluation of the previous plan has generated the following results

**Evaluation of facilitative measures**

| Area  | Objectives   | Measure   | Evaluation   |
|---|--|---|--|
| <p><b>Student skills</b></p>  <p><b>ELEVKOMPETENSER</b><br/>KATEDRALSKOLAN LUND</p> <p>The fundamental skills are knowledge, boldness, contemplation, balance, broad-mindedness, responsibility and communication.</p> | <p>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.</p>             | <p>Student skills needs to be further clarified, which is to be discussed in the subject teams at the start of the school year.</p> <p>Classroom teachers are to work with more continuity towards integrating the fundamental values in their education.</p> <p>The mentors are encouraged to raise these fundamental values with their students at, for example, the development talks.</p> | <p>All new staff members have been informed of the fundamental skills and a digital form was introduced for reflection purposes, but at the end of the school year a decision was taken to “abolish” the fundamental values on the national programmes and instead work in a more focused way according to the learning plan. The IB learner profile on the other hand remains on the IB Diploma Programme according to guidelines.</p> <p>The fundamental values are no longer in use on the national programmes. All students on IBDP get a run-through of the IB Learner Profile (the English version of the fundamental values) by the vice principal and the IB coordinator according to IB’s guidelines.</p> |
| <p><b>Dignity and equality</b></p>  | <p>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.</p> | <p>All staff members are to take part of the schools revised anti-discrimination and anti-abuse plan with special emphasis on the facilitative and preventative goals for the school year of 20/21.</p> <p>The school will arrange UN role-playing initiatives for each programme.</p> <p>The school will arrange a Valentine’s Day to bring up a series of issues</p>                        | <p>All staff are informed of the anti-discrimination plan and have been encouraged to raise selected parts with their students during the mentor meetings.</p> <p>The UN role-playing initiatives took place according to plan and were very appreciated by both students and teachers</p> <p>The Valentine’s Day took place according to plan and was very appreciated by</p>   |



|  |   |   |
|--|---|---|
|  | <p>surrounding treatment of LGBT students and other matters.</p> <p>We are aware that the examples provided during lessons 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.</p> <p>We must also be better at avoiding traditional gender roles when choosing literature and offering courses.</p> <p>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.</p> <p>The library is to actively offer a broad spectrum collection of authors and content of both fiction and non-fiction genres, represented by minority groups.</p> | <p>both students and teachers</p> <p>The results from the questionnaire show that a very large section of the students feel safe at the school and are well received by their teachers regardless of gender. These numbers are high compare to the rest of the nation. Additionally, they are further improved from 2019.</p> <p>More subject teams including the English institution and the science and ESS teachers have actively worked with this during the year.</p> <p>The results of the questionnaire show that a very large part of the students feel safe at the school and well received by their teachers, but this is discussed on an ongoing basis in the subject teams, particularly those who have received further education in LGBTQ and inclusiveness.</p> <p>This has worked well and will continue.</p> |
|--|---|---|





## Evaluation of preventative measures, 2019-2020

| Area   | Objectives  | Measure  | Evaluation  |
|--|---|--|---|
| <b>Participation in the anti-discrimination effort</b> | Students must be acquainted with the content of the anti-discrimination plan in order to obtain assistance when needed. | The easy access, short version of the anti-discrimination plan is once again to be published on Vklass and ManageBac.  | The short version exists in both Swedish and English and is published for both students, staff and guardians.   |
|  |   | Continuing to expand the healthcare platform for V class such that students can obtain assistance and advice as part of the facilitative, preventive effort.                             | The health team and the administrators have together with staff and students created a student health plan and a year wheel with several tangible efforts within the facilitative and preventative work. For example the health team held a lecture on health promotive measures for all year 2 students on the first day of the school year. |
|  |   | During the school year the health team and the administrators will implement our new student health plan with a bigger focus on the facilitative and preventative fundamental value work | The administrators have in their weekly bulletins reminded the mentors about this. However the work needs time so for the next school year we will extend the mentor time for year 1.   |
| <b>Security and trust</b>                              | All students must be able to experience security and trust 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 values 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.  | The school groups have been unable to meet during spring due to Covid-19 and distant learning but the administrators met regularly with the theatre group, student body, etc. The leaders for the theatre group also take part in a course in   |



entrepreneurship held by the same teacher each year. Cooperation went well. Our student representatives have together with the counsellors also had training in our fundamental values.

## Results and analysis

A number of activities facilitated the anti-discrimination effort at the school during autumn but some of the work earmarked for spring has not been undertaken due to Covid-19 and the resulting distant learning.

- Our Ravensbrück exhibition was on loan to different elementary schools during all of the last school year. Tunaskolan, Oxievångskolan and Hjärupslundskolan, among others, and we have several more booked in for this autumn. In cooperation with the Library of Lund we had plans to show the exhibition at the library during May-June. Because of Covid-19 this was postponed, but we have plans to show the exhibition during May-June 2021 instead.
- The UN role-playing and MUN went ahead as planned during the autumn term of 2019. Cancelled, however, was the trip to Geneva, a reward for our more successful students for their contributions during the UN role-play. We also had to cancel the event “History Day of Lund” which was planned for 6<sup>th</sup> June and which we would have implemented in cooperation with Lund Municipality, Kulturen, University of Lund, Lund’s Cathedral and the Historical Museum of Lund. The day would have promoted the update of our app Medieval Lund (which has seen the involvement of many of our students) and Katedralskolan as a whole. We hope for this to take place in June 2021 instead.
- The profile Global Health at the Natural Sciences programme have worked thematically and cross scientifically under the theme Human Rights with, among others, a debate on the subject Scientific Research and Ethics, and a visit at the UN programme against world starvation WFP.

Students feel secure and comfortable at Katedralskolan and the average is high compared that of the nationwide one (index of 8.9, as opposed to 8.2 nationwide). Additionally the school improved from last year when the index was 8.6. The result for how the school actively has worked to prevent discriminatory behaviour, and act when we gain knowledge of a student at the school have been the victim of discrimination has improved from last year (the index has gone up from 6.8 to 7.8, compared to 7.3 nationwide). Last year there was a difference between the genders but in the 19/20 questionnaire no such differences were evident.

The entire staff must continue to assume responsibility for implementing the anti-discrimination plan and help each other observe students who are not doing well or are experiencing abuse. Our student health plan is now in place and additionally, over the course of the year, we have developed a year wheel with clear preventative and facilitative measures for all year groups.

The natural sciences teachers took part in a much-appreciated LGBTQ course and more subject teams are to be offered this opportunity the next school year. The members of the anti-discriminatory group have focused on working on our fundamental values out on the institutions, but this can be developed further when we hopefully gain more members and a broader representation of subjects and staff. Next year the meetings of the anti-discrimination group will be added to the school year calendar so that we can work more systematically with subject-integrated fundamental values. We will also cooperate with the student representatives to better hear the voices of the students.

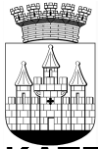


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Gender differences in terms of the experience of stress were discussed at student-administrator and student health meetings. The analysis group have continued to investigate the sources for students' feelings of stress. Last spring they undertook a pretty extensive investigation on how our exam routines are followed, and shared this with the staff, with the goal that more staff would become motivated to stick to our routines. The investigation also showed that while the vast majority of our examinations are planned according to our routines, those exams that were added on too short notice or with a lack of consideration for already planned examinations created big problems for students, with consequences such an accumulation of work. The analysis group continued their work and after a while pinpointed another area to investigate: those students attaining the occasional F.

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). ).



## Terms

### 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.

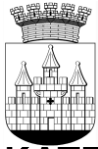
#### **Religion or other creed**

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.



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### **Sexual orientation**

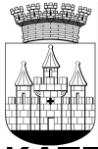
The Discrimination Act defines sexual orientation as homosexuality, bisexuality or heterosexuality.

### **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/>





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| <b>Date received</b> | <b>Signature of staff member or principal</b> | <b>Name printed</b> |
|----------------------|---|---------------------|
|                      |   |                     |