



Katedralskolan's Anti-discrimination and Anti-abuse Plan 2022-2023, part I

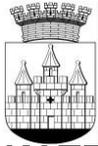


Vision

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 is 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. The Anti-discrimination Plan has been drawn up by the school management in collaboration with counsellors, teachers, other staff, and students.

Student's participation is based on the results of surveys, followed by discussions within the school management, staff from the student health team, and students. Teacher participation is based on discussions of survey results at a series of meetings.

The Anti-discrimination Plan is to be communicated to the staff, as well as students when school starts and should be included throughout the year in workplace meetings and mentoring sessions. Student trustees in year 1 are to be introduced to the plan during orientation. The school management is to provide information to guardians at the year 1 parent-teacher's meeting when school starts.



KATEDRALSKOLAN
Lund Municipality
Facilitative measures, 2022-2023

Updated 220901

Area	Objectives	Measure	Responsibility/monitoring
Student skills  The IB Learner Profile 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	<p>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.</p> <p>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.</p> <p>PDP are informed and do exercises on the IB Learner Profile during the Welcome Program</p>	<p>School management</p> <p>Teachers and mentors</p> <p>Principal and CAS advisor</p>
Dignity and equality	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>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 measures for the academic year.</p> <p>All staff will receive training in the upcoming changes in the education plan regarding sex education and relationships and how the document can be applied in the day-to-day work.</p> <p>The school will arrange a UN role-playing initiative.</p> <p>On Valentine's Day topics like LGBTQ will be addressed.</p> <p>Theme week about sex education and relationships w 6</p> <p>We should be aware that 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 for our courses.</p>	<p>All staff</p> <p>School management, WAM, the Anti-discrimination group</p> <p>Social science teachers</p> <p>School management, counsellors, student associations</p> <p>School management, the student health team, WAM</p> <p>All staff</p> <p>Teachers</p>



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	<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>All staff</p>
	<p>The subject team in religious studies will be educated on LGBTQ issues and inclusiveness.</p>	<p>Teachers and Åse Werner</p>
	<p>The library is to actively work to offer a broad-spectrum collection of authors and content, of both fiction and non-fiction genres, with representation from minority groups.</p>	<p>Library</p>

Preventative measures, 2022-2023

Area	Objectives	Measure	Responsibility/monitoring
<p>Participation in the anti-discrimination effort</p>	<p>Students must be acquainted with the content of the Anti-discrimination Plan in order to obtain assistance when needed.</p>	<p>An updated Anti-Discrimination Plan together with a brief, easily accessible version to be published on Vklass and on ManageBac</p> <p>Mentors should incorporate the anti-discrimination work in their meetings.</p> <p>The anti-discrimination group should have close cooperation with the student trustees, who will be represented at their meetings.</p> <p>The anti-discrimination group is to review the artwork displayed at the school and attempt to act for a more diverse and inclusive imagery across all areas of the school.</p>	<p>School management</p> <p>Mentors and school management</p> <p>The anti-discrimination group</p> <p>The anti-discrimination group</p>



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Safety and trust	All students must be able to experience safety and trust in all spaces of the school.	Continuing fundamental values work with the new education plan.	All staff
		Mentors together with student trustees are to carry out exercises/games designed to increase cooperation, safety, and well-being in the classes.	Mentors and student trustees
		Student associations must continue to act in a facilitative, preventive manner that encourages safety and comfort for the students.	School management and student associations
		Student representatives are to receive education in our fundamental values work.	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.

Discrimination Act - Section 1 (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 the school management 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 the investigation of each particular case. The measures should target both the perpetrator and the victim.



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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
- suspension

Pursuant to the Education Act, a teacher or another staff member must make a report as soon as they find out that a student considers themselves the victim of discrimination, harassment, or abuse. If a member of staff gains knowledge of a student considering itself the victim of discrimination, harassment or abuse they are a required to report this to the principal. You can report this digitally via the following link:

<https://lund.digitalfox.se/AddMatter2.aspx?MatterTypeID=3&View=8383c5b5-4bc3-4ba1-91d6-79836c0b7cba&RootId=14>

The principal is in turn required to pass the information on to the education provider. This is applicable for all suspected or verified cases of abuse. Measures are documented, monitored, and evaluated by the school management in collaboration with the student health team. An action programme is drawn up if abuse is recurring or particularly serious. In these cases, disciplinary measures may be necessary.

A report of concern regarding a child's well-being can be filled out through Inloggad:

<https://inloggad.lund.se/ledning-och-styrning/vara-arbetsrutiner/anmala-oro-for-barn/>



Katedralskolan’s Anti-discrimination and Anti-abuse Plan 2022-2023, part II

Assessment

The assessment of the study environment uses the following methods:

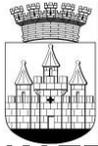
- A municipality-wide National Agency for Education student survey (Skolverket) conducted in March contains questions about values to be used in the assessment (see below).
- A similar survey (LUNKEN) is conducted every other year for year 2 students.
- The staff is involved in the assessment by discussing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

Evaluation of the plan for academic year 2021-2022

An evaluation of the plan for previous year has generated the following results:

Evaluation of facilitative measures

Area	Objectives	Measure	Evaluation
 <p>ELEVKOMPETENSER 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.</p> <p>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 academic 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 academic year a decision was taken to “abolish” the fundamental skills on the national programmes and instead work in a more focused way according to the Curriculum. The IB Learner Profile on the other hand remains on the IB Diploma Programme according to guidelines.</p> <p>All students at the 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>



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Dignity and equality

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 academic year.

The school will arrange a UN role-playing initiative.

The school will arrange an event on Valentine's Day to bring up a series of issues surrounding treatment of LGBTQ students and other matters.

We are aware that examples provided during lessons must avoid traditional gender roles, while ensuring that everyone has a right to speak, and that full scope exists for exercising influence regardless of gender.

We must be better at avoiding traditional gender roles when choosing literature and offering courses.

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.

More subject teams are to receive education in LGBTQ issues and inclusiveness.

All staff will receive training in the upcoming changes in the education plan regarding sex education and relationships.

All staff are informed of the Anti-discrimination Plan and have been encouraged to raise selected parts with their students during the mentoring sessions.

The UN role-playing initiatives took place according to plan for all programmes and were very appreciated by students and teachers.

The Valentine's Day event took place according to plan and was very appreciated by students and teachers.

The results from the questionnaire show that a very large amount of the students feel safe at the school and are being well received by their teachers regardless of gender.

More subject teams including the English institution and the science, and ESS teachers have continued to work actively with this during the year.

The results of the questionnaire show that a very large amount of the students feel safe at the school and are being 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.

The subject teachers in religious studies have started their training together with Åse Werner from the municipality administration.

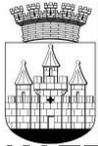
The school management, the student health team, and the anti-discrimination group received training during the spring of 2022. The additional staff members will receive training in August.



<p>The library is to actively offer a broad-spectrum collection of authors and content of both fiction and non-fiction genres with representation from minority groups.</p>	<p>The library has continued the work in this matter. The Visual Arts exhibition was also arranged in the library.</p>
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Evaluation of preventative measures, 2021-2022

Area	Objectives	Measure	Evaluation
Participation in the anti-discrimination effort	Students must be acquainted with the content of the anti-discrimination plan in order to obtain assistance when needed.	The Anti-discrimination Plan along with the easy access, short version 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.
		During the academic year, all staff will continue to implement our new student health plan with a greater focus on the facilitative and preventative fundamental value work.	The pandemic has meant that we have been unable to complete all the planned preventative and facilitative measures.
		The mentors together with the student trustees must collaborate to implement the anti-discrimination plan during mentoring sessions. The school management will remind mentors via the weekly bulletin.	The school management have reminded the mentors about this in the weekly bulletins, and an additional mentoring session has also been added for all year groups during the first week of school.
		The anti-discrimination group is to recruit new members to strive for representation across all subject groups and among other staff. In order to make the student's voices clearer we will also work closely with the student representatives who will be represented at their meetings.	The anti-discrimination group have recruited new members, though there are still missing representatives from some subject groups, for instance mathematics. Student representatives have not participated in the meetings during the year.
		The anti-discrimination group is to do an inventory of the school's art and try to act for more diversified art across the school premises.	This project has been postponed due to the pandemic and an increased workload for the teachers.



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Safety and trust

All students must be able to feel safe, and secure in all areas of the school.

Continuing to train the staff in anti-discrimination measures so they can assume even greater responsibility for the student's safety and well-being.

The school stressed the fundamental values effort in staff meetings and in other venues. Members of the anti-discrimination team distributed information and awareness about the effort to groups of colleagues for various disciplines.

Mentors together with student trustees are to carry out exercises/games designed to increase cooperation, safety, and well-being in the classes.

Some mentors have performed exercises/games with their students to increase the sense of safety and promote well-being. The school management has also put in an additional mentoring session during the first week of school. All mentors got half a day to work with the anti-discrimination efforts with their groups.

Student associations must continue to act in a facilitative and preventive manner that encourages safety and comfort.

The school management has had meetings with several of the student associations, e.g., Revyn and the student council. The leaders of Revyn also take part in a course in entrepreneurship which is led by the same teacher every year. This collaboration has turned out well.

The student trustees are to receive education in the Anti-discrimination effort.

Our student trustees have, together with the counsellors, received education in our fundamental values.



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Results and analysis

The students at Katedralskolan feel safe in school and the median value is higher than the national average (8.9 compared to the national 8.7).

We have continued our facilitative and preventive measures at the school and have invited teachers and mentors to the SWT-meetings every week. We would like for more teachers and mentors to take part in these meetings, since the teachers and mentors that have availed themselves for this opportunity are pleased and feel that they have received faster and better help by being able to discuss and decide on appropriate measures together with the student health team at the same time.

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 has been in place for a few years. The school's year wheel with preventative and facilitative measures for all year groups has not been in use to the same extent as before the pandemic, but this year we have focused on the anti-discrimination effort through adding more time for mentoring sessions during the first weeks of school. The school has also increased its resources and focus on the anti-discrimination effort and has assigned a teacher with the task to lead the implementation of the new education plan together with the school management and the student health team. The teacher in question is a qualified sexologist and will work on facilitative and preventative measures together with students on a group level.

The religious studies teachers were meant to take part in the same LGBTQ course as the Anti-discrimination group, and natural sciences teachers have previously taken part in, but unfortunately it had to be postponed yet again and is now planned for next year. The members of the anti-discrimination group have focused on working on our fundamental values in the different subject departments, and they have managed to recruit a few more members who can represent additional subjects, and departments of the school.

A number of activities have been completed during the year to facilitate the anti-discrimination effort at the school. Here are some examples:

- The UN role-playing initiative and MUN went ahead as planned.
- Our Ravensbrück exhibition is shown at Kulturen until further notice.
- The profile Global Health at the Natural Sciences programme have worked thematically, and cross scientifically under the theme Human Rights with, among other things, a debate on the subject Scientific Research and Ethics, and deeper works on the subject of Sustainable Developments.
- The event "History Day of Lund" has been cancelled for the past two years due to the pandemic, but this year it was held as planned on the 5th of June 2022. As before we do this work in cooperation with Lund Municipality, Kulturen, University of Lund, Lund's Cathedral, and the Historical Museum of Lund.

Everyone has a 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, education plan for upper secondary education). The student health teams must engage in preventive and wellness efforts to support students as they strive to reach their goals (Chapter 2:25, Education Act, Swedish Code of Statutes 2010:800).



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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. 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 seemingly 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 when describing "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 being either male or female.

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. Ethical, 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 Equal Opportunities 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, children and the elderly are most likely to be discriminated against because of age. Students are entitled to the same protection, but students may receive special treatment because of age pursuant to a provision of the Education Act, etc.