

# Plan for offensive treatment and discriminatory behaviour

Katedralskolan, Uppsala kommun



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Headmaster Andreas Widmark

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## **The school's promotional work**

The promotional work at the school is constantly ongoing and is about creating a safe and predictable work environment for students and staff where students can learn and develop. Promotional work against offensive treatment and discrimination at the school takes place daily. Staff at the school must work with both words and deeds so that the activities are imbued with a foundation of values where democratic values and human rights are at the center. Having recurring discussions about issues related to this is an important part of the school's work. Everyone who works at the school is expected to use the pronouns and names that students prefer, regardless of what is on the class list. The purpose of the promotional work is to create a safe school environment and strengthen respect for everyone's equal value. The promotional work is carried out without anything special having happened and is carried out long-term. Promotional work is also about adapting teaching so that all students have the maximum opportunity to learn and develop based on their circumstances. Therefore, the promotional work takes place both in and outside of class time.

## **The school's preventive work**

At the start of the semester each school year, the students in year 3 hold a group strengthening day for the new students in year 1. The purpose of the day is to create security and well-being in the new classes.

At the school, there are various collaboration areas between the student health team and teachers. For example, the student health team participates in program team meetings, class conferences and mentor briefings. All students in year 1 are offered a health talk with the school nurse. The purpose of the talks is to support healthy lifestyle development and to detect ill-health early. The student health team strives to be visible in the school premises. They participate in parent meetings, open houses and other activities at the school. Every academic year, students are offered to answer the student health safety survey, where questions are asked about the students' safety at school and the occurrence of offensive treatment.

Prior to student celebration, mentors and program principals work to prevent violations of banners distributed by students to all students in classes prior to student celebration.

The school management works to create conditions for the school's many student associations which contribute to well-being and security. The school management and the student health team strive for close cooperation with the school's student body.

## **Previous year's evaluation**

All students have been given the opportunity to answer the school's security survey during spring -24. 671 students answered the survey, which means about half of the number of students at the school. The survey came out late in the year, which may have affected the number of responses. This is something we need to change for future surveys. In the survey, the students rate their perceived well-being and security highly. The survey shows that violations occur at the school and that there are areas at the school where we need to continue working on strengthening the students' perceived security. Several students state that they don't feel that

they have an adult at school to turn to if they need help. This is important for the school's staff to know to be able to continue to strive for all students to have adults to turn to.

At the start of school, a day of group-strengthening activities was carried out when year 3 carried out activities with year 1. We have not carried out any formal evaluation of the day, but the day was appreciated based on what emerged in dialogue with students.

At the start of school, all mentors went through the Kattemodellen and the school's rules of order. Some classes even created their own classroom rules. Headmaster Andreas Widmark met all first year students for an information meeting at the beginning of the term and talked about how we should take care of each other and the school so that everyone can enjoy themselves and feel safe at Katedralskolan.

## **Participation in the year's work**

### **The students participate in the promotion and prevention work**

The students participate first and foremost within the framework of the class, where the work is largely done during class council time. All students are given the opportunity to answer the school's safety survey. The students have the opportunity to influence the design of the school's rules of order. Mentors talk about the existing rules on class councils and the students can then pass on their views or wishes to the education council. At the education council, the program principals can take part in the students' views when designing the school's rules of order. In all classrooms there are rules regarding the placement of desks, etc. Some classes, where there is a need, make their own class rules. Ongoing discussions about well-being at the school take place during mentoring time and other appropriate occasions.

### **The staff participates in the promotion and prevention work**

In ÄU groups (subject development groups) they work with the school's focus, which, among other things, deals with how to create conditions for learning for all students. We create forums for the student health team and teachers to meet, for example on program teams, at mentor briefings and during feedback after student health talks.

## **Risk analysis - Mapping of students' vulnerability**

Based on the safety survey that the students answered in May 2024, we have chosen to focus on three areas:

### **Unsafe places**

In the security survey, the question was asked if the students feel that any place in the school feels unsafe. Two places that several students answered were perceived as unsafe were "the couches in Hillevi" and "the yellow chair". The reason why these places were perceived as unsafe varied, but they are places where sometimes groups of students can gather and sometimes there is no adult presence in the places. A direct measure that the school implemented was that the sofas in Hillevi were moved from there. We also need to strive to increase the presence of adults in these places.

## Students' trust in adults

In the security survey, the question was asked if the students had an adult at school to turn to if something had happened or if they needed help with something. Several students answered that they had no adult to turn to. Based on that, the goal was set that all students should feel confident to turn to an adult at the school if they need to.

## Abusive treatment

In the safety survey, several students stated that offensive treatment occurs at school and that it is not always noticed by staff. The number of reported offensive treatment in DF responses does not match the students' perception and therefore there should be a hidden statistic of offensive treatments that has not been detected. Therefore, we want to work to ensure that both students and staff become aware of the school's procedures for offensive treatment and also what offensive treatment is. This is so that both students and staff feel secure in how they should act in the event of suspected offensive treatment.

## Preventive measures – period 1 (FT24) and period 2 (ST25)

Against the background of the safety survey, evaluation, investigation and risk analysis, preventive and promoted measures must be planned and taken. The aim is to avert risks of insecurity, discrimination, reprisals, harassment and offensive treatment. Goals can be both short-term and long-term.

| <b>Preventive measures (Active Actions)</b>  | <b>Objective of the action</b>   | <b>Responsible person</b> |
|--|--|---------------------------|
| The school's routine for reporting abusive treatment must be modified. For the staff, specify and clarify the routine for reporting offensive treatment. | The goal is for everyone at the school to know the routine and to act when aware of offensive treatment. | Jenny Mokhtari            |
| Improve information to students about how the school works against offensive treatment, as well as inform about the grounds for discrimination.          | Create security for students, increase the chances that they will tell staff about offensive treatment.  | Jenny Mokhtari            |
| Increase security in places in the school that have been identified as unsafe.   | Create safety for students and staff and increase the opportunities to detect violations.                | Andreas Widmark           |
| We will continue to build relationships with the school's students. All students at the school are everyone's students.                                  | Pupils must feel safe to be able to turn to adults at school.  | Andreas Widmark           |

## Anchoring – making the plan known

### The students

At class council time, students are informed about the plan against offensive treatment and discrimination. A material is compiled from the student health team that the mentors can show the students, which includes feedback on the safety survey.

The plan is discussed at the school council.

The plan is posted on the school's website.

### **Guardians and parents**

At Unikum, guardians are informed that the plan can be found on the website.

## **Procedures – to detect, report and remedy discrimination and abusive treatment**

### **Information for students and guardians on how to report**

If a student or guardian wants to report a violation, they contact someone in the staff at the school, for example a mentor, teacher or someone in the student health team.

### **The staff's respective manager's obligation to report**

Every staff member in the school who becomes aware that a student feels violated must tell this to a representative from the student health team or school management who reports the case in DF respons.

### **Investigation, measures and documentation**

Investigation, actions and documentation take place in DF respons. The headmaster at the school goes through received reports, ensures that these are investigated by allowing everyone concerned to tell their version. The headmaster or a person appointed by the headmaster assesses whether the incident is to be interpreted as offensive treatment according to the meaning of the School Act and, if so, decides on measures, and ensures that these are followed up. Everything is documented in the case in the DF respons.

### **Staff has offended a student**

Investigation, actions and documentation take place in DF respons. The student as well as the staff must both individually report on the incident and the reports are documented in the investigation. The principal assesses whether the incident is to be interpreted as offensive treatment according to the meaning of the School Act, and in that case decides on measures which are also documented in the case in the DF respons. The principal is responsible for following up on the matter. If the investigation shows that offensive treatment has occurred, the principal must contact the HR Center for possible labor law measures.

### **Revision of the period's plan and determination of the next plan**

The education administration's routine is that a new plan must be drawn up and ready no later than September 30 each year. The plan must be valid for one year. Program director Jenny Mokhtari is responsible for the work with the plan at Katedralskolan. The work for each academic year must begin at the end of the previous academic year.

## Follow-up - Evaluation and measures - period 1 (FT24) and period 2 (ST25). Follow-up takes place Dec-24 and March-25

| Actions as planned   | Objective of the action  | Follow-up and evaluation period 1 | Follow-up and evaluation of period 2 |
|--|--|-----------------------------------|--------------------------------------|
| The school's routine for reporting abusive treatment must be modified. For the staff, specify and clarify the routine for reporting offensive treatment. | The goal is for everyone at the school to know the routine and to act when aware of offensive treatment. |                                   |                                      |
| Improve information to students about how the school works against offensive treatment, as well as inform about the grounds for discrimination.          | Create security for students, increase the chances that they will tell staff about offensive treatment.  |                                   |                                      |
| Increase security in places in the school that have been identified as unsafe.   | Create security for students and staff and increase the opportunities to detect violations.              |                                   |                                      |
| We will continue to build relationships with the school's students. All students at the school are everyone's students.                                  | Pupils must feel safe to be able to turn to adults at school.  |                                   |                                      |