

ORGANIZATION RULES AT HAGANÄSSKOLAN

In accordance with Chapter 5, Section 5, Section 5 Safety and Study Law, all upper secondary schools must have rules of procedure.

5 § Section 5 Rules of order shall be in place for each school unit. They should be prepared under the involvement of the students and followed up on each school unit. The principal decides on rules of procedure.

(This section does not apply to municipal adult education, special education for adults and education in Swedish for immigrants.)

At Haganäs School, students and teachers thrive. We safeguard student safety and study peace. It is very rare for any student to be reprimanded. Chapter 5 of the School Act regulates what happens if someone disturbs the study area for others or in other ways appears inappropriate. It is important for everyone who works and studies at school to know what can happen and how we handle reprimands.

Each year, at the Haganäs School, the class councils have the task of proposing a revision of the school's rules of procedure. The views are then discussed with the student council's board and determined by the principal.

We have rules of order that we can enjoy together and create a safe workplace for everyone. The school has a mission to prepare for future professional life and should thus mimic a traditional workplace. The rules apply to everyone staying at the school. The goal is to...

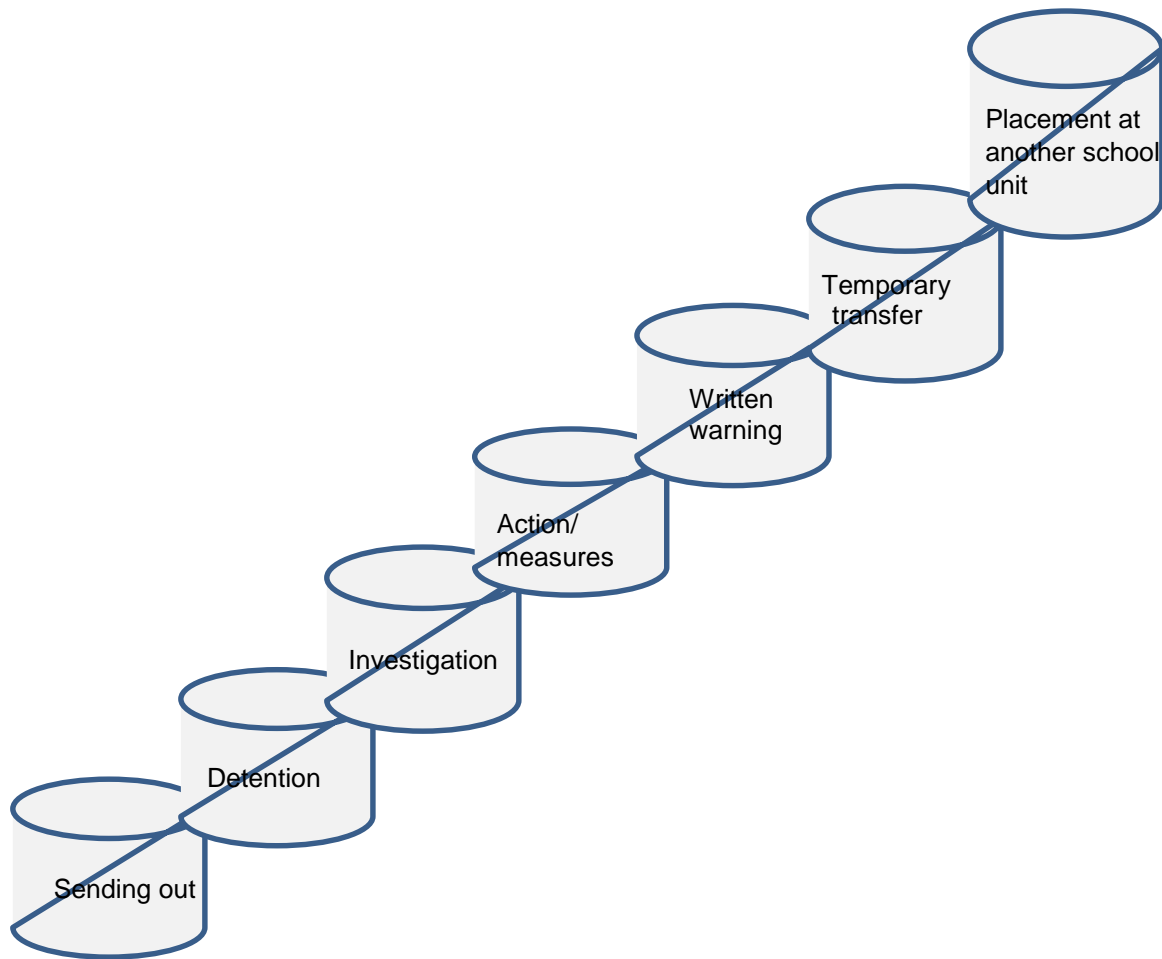
HAGANÄSSKOLAN MUST BE

- **A DRUG-FREE, HEALTHY, SAFE AND ENJOYABLE WORKPLACE, WHERE WE SHOW EACH OTHER RESPECT AND CONSIDERATION.**

RULES

1. We do not use unauthorized means or otherwise attempt to mislead the assessment of the student's goal achievement and knowledge.
2. We do not smoke within the school area. The boundaries of the school district are excellent on the school yard and on the school's website.
3. We do not bring alcohol or drugs or come to school with alcohol or drugs.
4. We do not use symbols, badges or clothing that can be associated with anti-democratic movements.
5. We respect lessons for lesson start and end of lesson.
clothes that can be associated with
6. We do not use the mobile phone and have it in silent mode during the lesson unless the teacher has given other instructions.
7. We use the computer as a tool in school work. It is not allowed during the lesson time to devote time to private matters, e.g. Facebook, Twitter and games.
8. We take off outerwear in classrooms, in the dining room and in the auditorium.
9. We do not place feet with shoes on, on our tables, benches, chairs or sofas.
10. We do not litter either indoors or outdoors.
11. We think about the environment and use the containers for recycling that are located in different places at the school.
12. We take care of our books, our computer as well as other materials and equipment at school. We become liable for damages if we destroy something.
13. Gambling about money is prohibited. If a suspicion is made, the police report is made.
14. We make sure we know and act according to the school's equal treatment plan
15. If the teacher has not arrived after 10 minutes, the students go to the library or other place at the school and work. You as a student go into It's Learning or Managebac or TEAMS and see if there are assignments and then work with them.

Below you can see a picture of the action steps and in the appendix you can read the school law's description of measures the school can take to create peaceful and safe study environment.



Annex to organization rules-extracts from the school law

SCHOOL LAW ON ACTIONS FOR INFRINGEMENTS AND UNUSUAL CONDUCT

Chapter 5: The Work Environment

Section 3 The education shall be designed in such a way that all students are ensured a school environment characterized by security and study.

Section 4 The Work Environment Act (1977: 1160) contains provisions on the requirements for a good working environment.

Chapter 5: Disciplinary and other special measures

General powers of the principal and teacher

§ The headmaster or a teacher may take the immediate and temporary measures that are justified to ensure the student's safety and study or to rectify a student's disorderly conduct. In accordance with the conditions that follow from sections 7-23, it may be decided to expel, quarantine, temporary relocation, temporary placement at another school unit, suspension and treatment of objects. A measure under the first or second subparagraphs may only be taken if it is proportionate to its purpose and other circumstances.

Expulsion from the classroom

Section 6 In... the upper secondary school and the upper secondary secondary school, a teacher may expel a student from the classroom for the remainder of a teaching pass, if

1. the student interferes with the teaching or otherwise appears inappropriate; and
2. the student has not changed his behavior at the request of the teacher.

Detention

Section 8 Under the same conditions as in section 7, a teacher or principal in... the upper secondary school or the upper secondary school may decide that a student must remain in the school under supervision for a maximum of one hour after the school day's teaching has ended or appear in the school no more than one hour before the teaching starts. .

Investigation

Section 9 If a student in the... upper secondary school or secondary school repeatedly interrupted the order or appeared inappropriate or if the student committed a more serious offense, the headmaster shall ensure that the case is investigated. The pupil's custodian must be consulted. About the conditions for a special support investigation pursuant to Chapter 3. Section 8 is fulfilled, such an investigation must also be initiated. Section 10 On the basis of what has emerged in an investigation pursuant to section 9, first paragraph, the principal shall ensure that measures are implemented to get the pupil to change his or her behavior.

Written warning

Section 11 Following an investigation pursuant to section 9, first paragraph, the principal may decide to grant the student a written warning. Such a warning should include information on what action can be taken if the student does not change his or her behavior. The student's guardian must be informed of the principal's decision.

Temporary repositioning

Section 12 In the preschool class, the compulsory school, the primary school, the special school, the Sami school, the upper secondary school and the upper secondary school, the headmaster may decide that a student must follow the teaching in a different teaching group than the student otherwise belongs to or taught in the same school unit if the measures taken after such an investigation referred to in section 9, first paragraph, was not sufficient or if it is otherwise necessary to ensure the other students safety and study. The student's guardian must be informed of the principal's decision. Only if there are special reasons can a measure taken by the Rector with the support of the first paragraph last longer than two weeks. However, the measure must not be valid for more than four weeks.

Temporary placement at another school unit

Section 13 If measures under section 12 are not sufficiently intervening or because of other circumstances are not possible, the headmaster may decide that a student should temporarily follow the teaching at another school unit. The decision on such a temporary placement is made jointly with the principal at the receiving school unit. The student's guardian must be informed of the decision before the placement is carried out. Only if there are special reasons can a measure taken by the Rector with the support of the first paragraph last longer than two weeks. However, the measure must not be valid for more than four weeks.

Suspension in the voluntary school forms Temporary placement at another school unit

Section 17 In upper secondary school, upper secondary school, municipal adult education, special education for adults and education in Swedish for immigrants, the principal may decide to completely or partially suspend a student if

- 1. the student with unauthorized aids or otherwise attempt to mislead the student in the assessment of the student's goal achievement and knowledge;*
- 2. the student interferes with or obstructs the education;*
- 3. the student exposes another student or the person concerned by the education to abusive treatment; or*
- 4. The student's behavior in another way has a negative impact on the safety and study of other student*