

Trondheim International School

School Environment Plan



Table of Contents

Introduction	2
1. Rationale	2
2. Plan Statement	2
3. Trondheim International School Vision	2
4. Trondheim International School Mission	2
5. Trondheim International School Values	3
Part One - Prevention	4
6. The Learner profile	4
7. Approaches to Learning	5
8. School Environment Year Wheel	5
9. Preventive focus areas	5
10. Student Support Network	7
Part Two - The Duty to Act	8
11. The Norwegian Education Act § 9 A	8
12. The Duty to Act	8
13. Responsibilities	10
14. Documentation	11
15. Phases for Implementing The Education Act § 9 A Action Plan	12
15.1 How to Write an Education Act §9A Action Plan	13
Part Three - The Right to Complain	15
16. Parent Complaint Process	15
Appendices	16
17. Appendix I Year Wheel	16
18. Appendix II Duty Guidelines (2017/2018)	21
19. Appendix III: Education Act § 9A Action Plan	22
20. Appendix IV Checklists	26
21. Appendix V Terms and Definitions	33

Introduction

1. Rationale

All students are entitled to a safe and positive school environment that promotes health, wellbeing and learning. The School Environment Plan identifies the school's preventative actions, as well as the procedures for following up individual concerns regarding a student's wellbeing at school. This plan applies to students at school, on their way to/from school, in the Homework Club and in the After School Program (SFO).

2. Plan Statement

The goal of the preventive work of Trondheim International School is to create a safe and positive learning environment for all students that include:

- A Code of Conduct for all students to follow (see www.this.no)
- Creating positive collaboration between students, parents / guardians and faculty
- Preventing and detecting inappropriate behaviors
- Following procedures when concerned with a student's wellbeing at school:
 - Paying attention and noticing
 - Intervening
 - Notifying - if there is suspicion that a student does not have a positive school environment
 - Investigating cases
 - Inserting actions
 - Ensuring documentation of bullying cases

3. Trondheim International School Vision

Building Global Citizens

4. Trondheim International School Mission

- This is an IB World School that creates independent, knowledgeable and caring individuals
- This fosters lifelong learners in a safe and supportive environment
- This provides academic excellence through a high quality education
- This develops values and skills for the world of tomorrow
- This inspires actions and contributes to the local, national and international communities

5. Trondheim International School Values

Trondheim International School has its own set of guiding values: Respect, Care, Share, Learn. All members of the school community are made aware of and expected to uphold these key expectations.



<p style="text-align: center;">Respect</p> <p style="text-align: center;">We act respectfully</p> <ul style="list-style-type: none"> - by supporting the teaching and learning - by being open-minded and open to different perspectives - by using polite and responsible communication 	<p style="text-align: center;">Care</p> <p style="text-align: center;">We are responsible for creating a safe learning environment</p> <ul style="list-style-type: none"> - by showing interest in other's well-being - by showing empathy and taking action for others - by taking care of the school's and each other's materials
<p style="text-align: center;">Share</p> <p style="text-align: center;">We collaborate with and include others</p> <ul style="list-style-type: none"> - by paying attention to and taking care when sharing space - by sharing knowledge, skills and ideas - by sharing materials and supplies 	<p style="text-align: center;">Learn</p> <p style="text-align: center;">We come here to</p> <ul style="list-style-type: none"> - learn lifelong skills - learn from our mistakes - contribute and involve others - broaden our understanding

Part One - Prevention

6. The Learner profile

The IB Learner Profile is embedded in the mission of Trondheim International School. The Learner Profile and the Approaches to Learning are the foundation of the school environment plan.

As an IBO World School, the School Environment Plan promotes well-being, learning and conduct. It also adheres to The Education Act § 9 A.



In developing and enforcing the School Environment Plan plan, the Learner Profile is directly linked to our school's expectations for our community. We encourage our school community to be:

- Principled - We act with a strong sense of fairness and honesty, taking responsibility for our own actions. We respect the dignity of all members of the school community. We stand up for what we think is right and truthful.
- Communicators - We communicate concerns in order to solve problems and we recognize when help is needed.
- Caring - We show empathy, compassion and respect to all school community members. We strive to make a positive difference in our school environment.
- Thinker - We make informed decisions to improve and contribute to a positive school environment.
- Reflective - We think carefully and positively about our actions, with the goal to learn from our mistakes. We can identify strengths and areas of improvement in ourselves.
- Knowledgeable - We understand the importance of our role as participants in creating a positive school environment.
- Inquirer - We wonder about our learning. We are willing to learn new strategies to improve our school environment.
- Balanced - We maintain a healthy balance between work and play. We know when to take some down time, but also demonstrate perseverance when necessary
- Open-minded - We appreciate our own cultures and personal histories while seeking and evaluating a range of points of view that may be different from our own. We recognize that others with different perspectives may also be right.
- Risk-taker - We are brave and articulate in defending our beliefs positively. We adopt an independent spirit to explore new ideas, which may be outside our comfort zone.

7. Approaches to Learning

In developing and enforcing the School Environment Plan plan, Approaches to Learning are directly accounted for. We encourage our community to develop the following:

- Self-Management Skills - make informed choices
- Social Skills - take responsibility for one's own actions
- Communication Skills - positive interactions in all forms (written, verbal and online)
- Thinking Skills - reflect on personal interactions and evaluate the impact
- Research Skills - make connections between individual rights and responsibilities

8. School Environment Year Wheel

Please see the School Environment Year Wheel in Appendix I for a detailed overview of Preventative actions taken to contribute to our students' social, emotional, physical and moral well being.

9. Preventive focus areas

Actions focused on students:

- IB Learner Profile displayed and emphasized in every classroom
- The Code of Conduct is taught and emphasized in every classroom (Student Friendly Version of the Code of Conduct is provided for lower PYP students)
- Essential Agreements in every year level
- Student Council meetings. Minutes made accessible to all staff, student representatives, School Coordinating Committee (Skolemiljøutvalg/SU)
- Student Council Representative elected to be part of the Trondheim International School Board
- Support student initiated action
- School Environment Survey followed by conference and appropriate pedagogy
- Regular MYP Homeroom sessions; check in/report/follow-up/make appointments
- Regular whole school assemblies
- Inclusive eating area
- Community building activities across year levels (Sports-, Ski-, Outdoor Days)
- Student mentors (Buddy Program)
- Transition meetings from PYP to MYP
- Playtime equipment
- Contact teacher organizes peer supports when new students arrive
- Student Led Conferences
- "Talk to ThIS" via www.this.no to report physical concerns

Actions focused on staff, curriculum and administration:

- Student Support Team - regular meetings with SNE-coordinator, Social pedagogue, School nurse, SFO coordinator, HoS
- IB Learner Profile emphasized regularly
- Student surveys are conducted and evaluated routinely throughout the year

- Survey analysis is shared with the School Coordinating Committee (SCC)
- Learner Profile and Approaches to Learning/Transdisciplinary skills incorporated in each Unit throughout the year (Attitudes included in the PYP curriculum)
- Students' well-being is regularly addressed in staff meetings
- Appropriate number of staff on duty at all times during lunch breaks
- Appropriate number of staff on duty during afternoon breaks
- The school uses KFF-KSS for internal control
- "Talk to ThIS" via www.this.no to report physical concerns

Actions focused on parents:

- IB Learner Profile emphasized regularly
- PC reps appointed in September Open house meeting
- Parent Committee regular meetings
- School Coordinating Committee regular meetings
- Information meetings for parents identifying rights and responsibilities of students, as well as on social issues that might arise (Example: Online bullying)
- School Environment Conferences (student, parent and teacher) and Student Led Conferences where parents have opportunities to meet with teachers to address both academic, social and emotional well-being
- Biannual academic reports which also address the social well-being of the students
- "Talk to ThIS" via www.this.no to report physical concerns

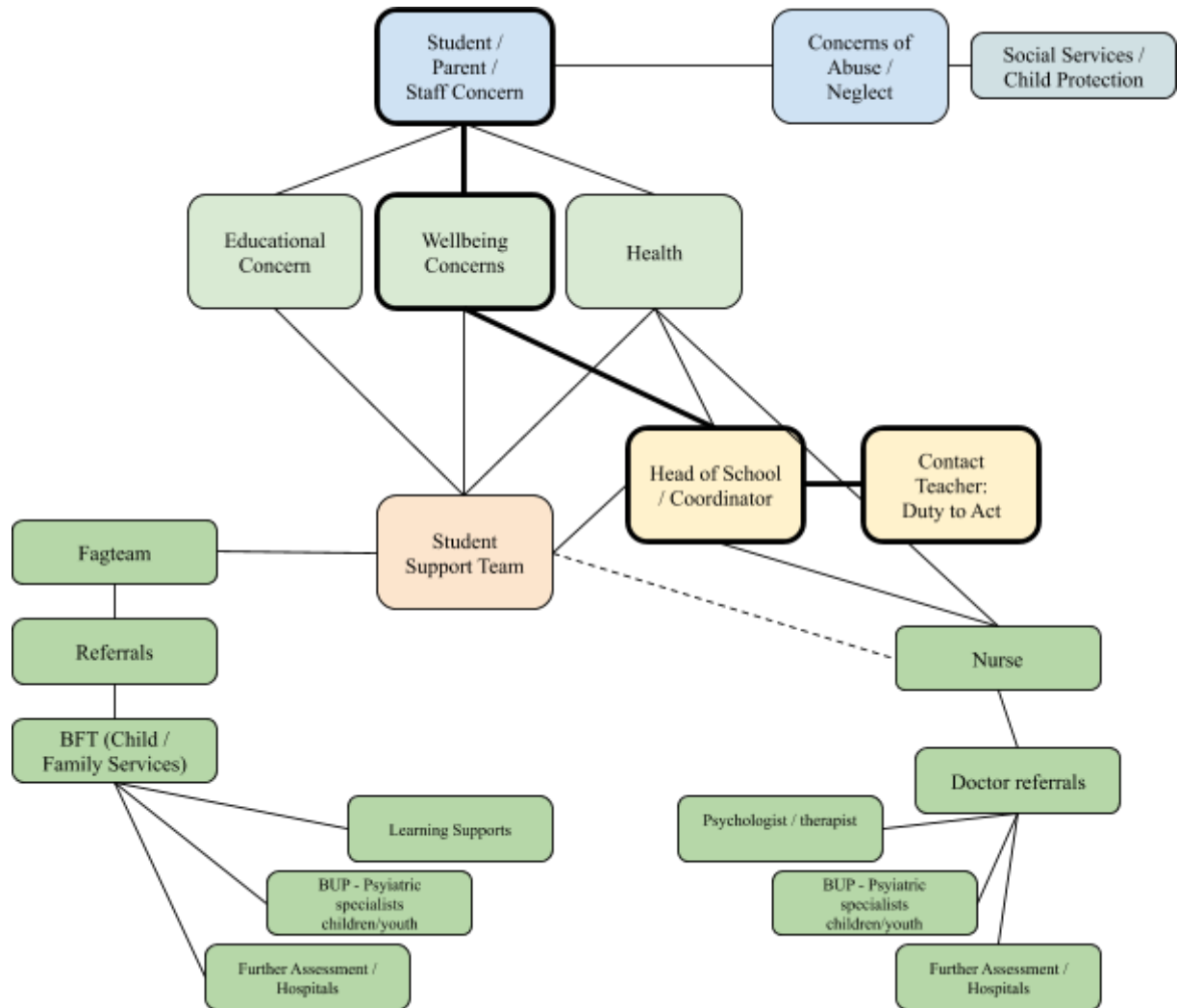
Actions focused on the physical area (Education Act § 9A-7)

- Continuous improvement of the outdoor and indoor areas that ensure opportunities for social and physical activities, positive interaction and inclusion.
- Ensuring that the furniture in the classrooms is appropriate for the activities in respective classrooms.
- "Talk to ThIS" via www.this.no to report physical concerns

10. Student Support Network

Trondheim International School has a Student Support Team that is made up of the Head of School, the Special Needs Coordinator, School Nurse, the Social Pedagogue and the SFO Coordinator. Teachers, parents or Coordinators are able to bring concerns related to a student’s education, well-being and health to the Student Support Team. There is a systematic routine for reporting concerns for staff.

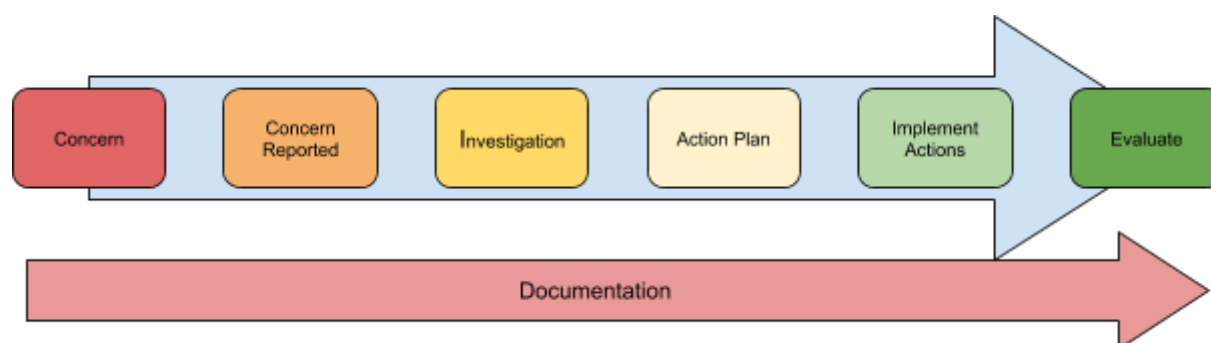
Please see our Inclusion Policy for details related to educational support.



Pathways:

- Concerns related to health
- Well-being concerns only
- All concern pathways

Part Two - The Duty to Act



11. [The Norwegian Education Act § 9 A](#)

All students are entitled to a safe and positive school environment that carries out health, well-being and learning. The school environment is the sum of both the physical and psychosocial environment of the school, and these will affect each other mutually.

A safe and positive school environment means the interpersonal conditions at school, the social environment and how students perceive this. The safe and positive environment should work positively on the students' health, well-being and learning, security and social affiliation.

It is a student's subjective experience of the psychosocial environment that is the determining factor. The student's experience is taken as fact and the school (or Fylkesmannen) does not evaluate the validity of that experience. Student wellbeing should always guide school decisions and actions.

12. The Duty to Act

There are 5 types of action mandated by Norwegian law. As a school, we are required to document that we have fulfilled our duty to act in these areas:

Staff Shall:

- **Be aware** whether students have a positive and safe psychosocial environment
- **Intervene** in cases of bullying, violence, discrimination or harassment whenever possible
- **Notify** the Head of School/Coordinator if you suspect or are aware of a student who does not have a positive and safe school environment

The School Shall:

- **Investigate** any situations where students, parents or other relevant parties report problems with the school environment
- **Take action** in relation to all identified problems

The Duty to Act, see 14. for the school’s documentation procedures

Be aware:

- All staff shall actively monitor whether students have a safe school environment
- All staff shall be alert and actively observe how the students are doing alone and when interacting with others
- All staff shall be aware and pay attention to students who are particularly vulnerable
- All staff have the duty to be aware and be pay attention to how students interact among themselves in order to find out if a students does not have a safe or good school environment
- A suspicion or knowledge concerning a student’s well-being triggers other duties
- The school must ensure paying attention is done systematically during breaks and transition periods with a low threshold to intervene - see Duty Guidelines (Appendix II)
- The experience of the individual student must be acknowledged and taken into account, and not trivialized

Intervene:

- All staff have an obligation to intervene immediately and directly in a case of harassment, violence, exclusion or other negative behavior
- Staff members are not obligated to put themselves in danger
- The use of physical force or harassment against students is illegal unless there’s a need to defend yourself or in an emergency situation

Notify

- There is a low threshold to notify. All staff members have an obligation to notify the Coordinators / Head of School of **any** suspicion or knowledge that a student does not have a safe and good school environment. (See Appendix III, Part I)
- Notification is essential for the case to be raised to the **correct** level to ensure proper handling. It is not a goal to solve the case at the lowest possible level.
- The Head of School shall notify the Board about serious incidents between students

Investigate

- Low threshold to investigate
 - ◆ the school shall investigate **any** suspicion or knowledge that a student does not have a safe and good school environment
 - ◆ if a student or parents notify the school
- An investigation can be done by observations, assessments, conversations, etc.
- Involved students have the right to be heard in conjunction with the UN Rights of the Child. The school should never deny or reject a student’s experience of insecurity or unhappiness at school.

Take Action

- Recognizing the student’s experience and inserting actions to correct the problem in accordance with good educational practice is important, not just for the single student, but for the school environment at large
- Appropriate actions must be taken if a student’s school environment is unsafe

- In assessing and implementing measures, the school shall ensure that the pupils involved are heard, and the consideration of the pupils' best interests should be fundamental consideration in the school's work.
- The Education Act § 9 A Action Plan must be written (See Appendix III, Part II)
- The Head of School has the responsibility to inform parents about actions taken
- Actions apply irrespective of the cause, or whether the experiences are related to time outside of school, or within the home, until the student has a safe school environment
- Actions must be appropriate, adequate and lawful
- Actions must remain in place until the case is resolved through an evaluation (See Appendix III, Part III)
- If the actions have not achieved their purpose, the school must continue to assess whether the duration of the actions should be extended or whether additional or other actions should be taken

To succeed, one must think of measures at the individual, group and system levels. If you are not aware of this, you often end up with measures that are only aimed at the affected student.

Individual measures are aimed at individual students, both the student who is offended and the student/s who is offending.

Group measures are aimed at a group of students, the class or the year level. The goal may be to strengthen student-student or teacher-student relationships.

System measures are aimed at the school's own systems and routines, such as inspection routines, the need for more / permanent adults on supervision, risk analysis for school areas - what areas are unsafe, and what can we do about it. System initiatives can also involve / include competence enhancement in classroom management, relationship work, inclusive teaching and more.

Health measures can be useful to include in an Education Act §9A Action Plan. However, the school does not have the opportunity to impose tasks on the health sector. The school should nevertheless inform and guide students and parents about other relevant auxiliary bodies, and contribute to a holistic collaboration.

Strengthened Duty to Act if a staff member suspects or is aware that another person working at the school bullies, discriminates, violates, harasses or in any other way offends a student:

- the employee must immediately notify the Head of School
- the Head of School shall notify the Board
- If the offender is a member of the school leadership team, the employee who notifies shall notify the Chairman of the Board directly.
- Investigations and actions shall commence immediately

13. Responsibilities

13.1. Responsibility for students, staff and parents/guardians

Students, staff and parents/guardians have a responsibility to create and maintain a positive school environment. It is important that we behave appropriately towards each other, care for each other, treat each other with respect and refrain from bullying, discrimination, violence and vandalism.

13.2. Responsibility for staff

The Head of School and the Contact Teachers have a responsibility to ensure that the School Environment Plan is shared with students and parents at the beginning of each school year.

13.3. Staff's obligation to act

The school has an obligation to ensure that a student's individual right to a positive school environment is met. According to The Education Act § 9 A-3 staff are obligated to investigate and inform the administration and if necessary intervene immediately in cases of actual or suspected bullying, discrimination, violence or racism involving students.

13.4. Areas of application

The School Environment Plan applies to both School and SFO (After School Programme). The plan applies to all activities organised by school, regardless of location. The School Environment Plan also applies to the journey to and from school. Absence is dealt with in accordance to the Frequent Absence Policy.

14. Documentation

14.1. Documentation requirements

The school has a two-piece documentation requirement. It is also required that the school make a written plan (The Education Act § 9 A Action Plan) when actions are taken in a single case, and that the school documents more generally what is being done to fulfill the duty of activity. **The school is required to document the student's perspective, as well as suggested actions on the situation in a Education Act §9A Action Plan.**

14.2. The purpose behind the documentation requirement for the school

The documentation requirement for the school provides documentation for the benefit of the students and parents in the case, but also for the school, school owner, county governor and any appeal body. This helps to create a professional and appropriate practice at the school. In this way, both students and parents get a tangible assurance that the school takes their case seriously and that they commit to helping the student. In the new role of county governor in the enforcement system, documentation is important to review the case quickly and efficiently, if the case is reported. In addition, the documentation requirement could be a strength in connection with other types of issues, such as supervision, compensation cases, criminal cases or labor law matters.

14.3. Written Education Act § 9 A Action Plan when the school introduces actions

As far as the scope of the action plan is concerned, it is apparent that the minimum requirements for information must be adapted to the individual case. It might be appropriate for a shorter and more schematic action plan in cases where the school introduces actions early in the process and the actions are simple, than in cases where the actions and the relationships are more complex. In addition, an action plan does not need to link to a particular student, but it can address a situation or challenge that includes more.

14.4 Documentation of the school's work to fulfill the duty of activity

The Education Act Section 9 A-4, paragraph 7, instructs the school to document more generally what is being done to fulfill the activity obligation in individual cases. This duty of documentation is contrary to all obligations in the duty of activity. For the duty to comply, it may be expected that the obligation to document will to a great extent be linked to activities involving more students, groups or the entire school. For the duty to intervene, notify,

investigate and, if necessary, introduce actions, the obligation to document will, to a greater extent, include what the school does in the individual case.

It is important that the documentation is in such a format that it can be taken out and handed over to the county governor if it should be applicable to supervision or a matter in the enforcement order.

15. Phases for Implementing The Education Act § 9 A Action Plan

15.1. Section 9A-4 of the Education Act states that the school must draw up a written Education Act §9A Action Plan. A good Education Act §9A Action Plan should document and make visible whether the small steps are going in the right direction. The plan shall be drawn up when action is to be taken in a case and shall at least include:

- What problem to solve
- What has the school planned
- When to implement the measures
- Who is responsible
- When should the measures be evaluated

The usefulness of the plan depends on the fact that it relates directly to some questions that must always be considered and answered when measures are appropriate. It is these questions that provide the structure of the Education Act §9A Action Plan, and it is the answers that together give the plan content.

1. What is the child's situation and needs today? **Case Description**
2. What is the child's situation when the desired change is achieved? **Goal Description**
3. What is needed to achieve the goals? **Measure Description**
4. How long will the measures last? **Timeframe**
5. How should we find out if the measures are moving towards the goal? **Evaluate**

Task	Responsible	Documentation	Stored
Be Aware	All Staff Contact Teacher	Be Aware: Class Surveys, student surveys, everyday life observations, Sociograms - The school must know about vulnerable students/groups of students - Risk areas / Prevention Plan: playtime, transitions (duties)	Teacher Files (locked)
Intervene	All Staff	Intervene in cases of bullying, violence, discrimination or harassment whenever possible.	Teacher Files (locked)
Notify: Report Concern to Coordinator / HoS	Contact Teacher	Notify the Head of School / Coordinator if you suspect or area aware of a student who does not have a positive and safe school environment.	Teacher Files (locked) Coordinator Files (locked)

15.1 How to Write an Education Act §9A Action Plan

Step by step guidance is provided on [How to write a good Education Act §9A Action Plan](#). Below is a summary:

Task	Responsible	Documentation	Stored
Investigate immediately - Student interviews - Parent interviews - Other staff - Other students	Contact Teacher / HoS / Coordinator	Interview meeting minutes - Who you spoke with - What they reported - Which observations have been noted - What is the student’s experience of the situation? - Results - what did you find out? - Analyze findings - what actions will be suitable and sufficient to solve the problem? - Why do I think this is going to work? Complete the Education Act §9A Action Plan sections: -Case Description -Student’s own experiences of the situation -School’s evaluation of the case	Teacher Files (locked)
Action Plan	Contact Teacher / HoS / Coordinator	-Appropriate and adequate (legal) -What problem to solve? -What has the school planned? -When to implement the measures -Who is responsible -When should the measures be evaluated -Includes the student’s perspective / suggested actions Complete the Education Act §9A Action Plan sections: -Main Goal -Sub-goals (individual, group, systematic and health levels)	Teacher Files (locked)
Implement Actions	Contact Teacher	Minutes / Behavior Log	Teacher Files (locked)
Evaluation Consider if other actions should be written in the Action Plan	Coordinator/ Contact Teacher	Complete the Education Act §9A Action Plan sections: -Describe how the student has been heard in the actual case -Describe how the school has evaluated what is best for the student in the actual case	Closed case: Student File, delivered to office Open: Teacher Files (locked)
The case may be determined closed after evaluation. If not, the case remains open and a new Education Act §9A Action Plan is written, implemented and evaluated.			
The case may be determined closed after a 2nd evaluation. If not, the school will seek external advice in collaboration with the parents.			

The table includes tasks, responsibility, documentation requirements and information storage for the Duty to Act.

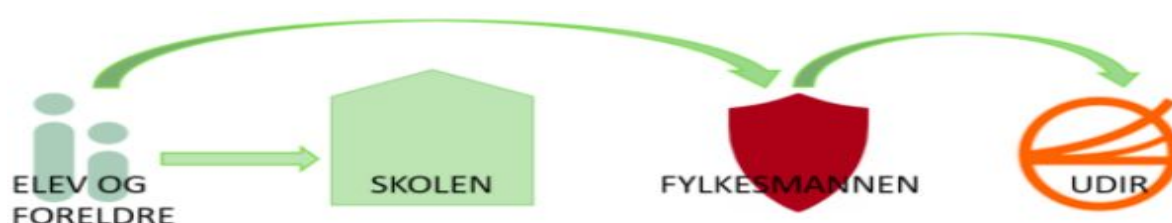
See Appendix III for Education Act 9 §A Action Plan template.

Part Three - The Right to Complain

16. Parent Complaint Process

16.1 Parent Complaint Process related to their child's school environment

The school's goal is to establish collaboration with parents/guardians to support a safe and positive school environment for all students at Trondheim International School. If at any time, the student or parent/guardian is not satisfied with the school's processing of the case, he/she may contact Fylkesmannen directly. This is completed online, via the Fylkesmannen's webpage.



16.2. Physical Environment Reporting Concerns

Concerns related to the physical environment should be reported in the online deviation system, "Talk to This" via www.this.no to report physical concerns. The school is obliged to act on the request for intervention(s) by making a Single Rights decision (Enkeltvedtak) according to the Public Administration Act (Forvaltningsloven).

Appendices

17. Appendix I Year Wheel

When	What	How	Who
Before school starts	Review laws and regulations with all staff. Review procedures, school rules and procedures. Identify areas of concern. Review Year Wheel. Initiate Student Mentors (Buddy Program) with all teachers	Planning Days	Leadership / Head of School
Ongoing	Regular inspections of the school building and outside area	Routine walks Deviation reports	Head of School Facilities Manager
	Regular class meetings in all year levels. Regular meetings about students' rights and responsibilities.	In Class	Contact Teachers
	Regular staff meetings (in teams and whole school) about student concerns / identifying and monitoring students who need extra support	Planned team meetings	Leadership Teachers
	Review school routines	Planned meetings	Leadership / Administration
	Focus on the Learner Profile throughout the units of inquiry	In-class	Contact Teachers
	Monitor and follow up student absence	ManageBac (MYP) / Toddle (PYP)	Contact Teachers Leadership Administration
	Academic Meetings / Conferences, as necessary	Individually	Contact Teachers / Coordinators
	Information about procedures / policies shared with new staff, school nurse, janitor	Individual Follow-up	Leadership Team
	Whole School Social Events: Beach Day, X Country, Ski Day, Lucia	Planned School Events	Leadership / Administration
	Student Council Events	Planned Events	Student Council

THIS SCHOOL ENVIRONMENT PLAN

	Upkeep of school website and other programs used	Update as necessary	Administration assigned
	Regular assemblies	Contact teacher in charge	Year level and Contact teacher
	Student Support Team meetings	Regularly, twice a month	Head of School
	Parent Committee (PC) Meetings (FAU)	Monthly	Head of School PC President
	School Coordinating Committee (SCC) meets regularly (Skolemiljøutvalg/SU)	Monthly: set agenda	Head of School with SCC team
	Trial programs that target students' social wellbeing	Led and supervised by staff members and an external agency	Head of School/ Coordinators
	Student Council Meetings	Regularly	Student Council Teacher and Representatives
August / September	Essential Agreements established at each year level. Visible in the classroom (poster).	Class Meetings	Contact Teachers/ Student Council
	Code of Conduct/Internet safety/The Education Act/Goals for School Environment (www.nullmobbing.no)	Class Meetings	Contact Teachers
	Signature from students / parents regarding Code of Conduct and Internet Safety	Collect by Year Level, store in student files	Contact Teachers Coordinators
	What is mobbing/bullying/sexual harassment/discrimination? How to address it?	Class Meetings	Contact Teachers Leadership Team
	Nettvett and Internet safety guidelines. Taking, distributing and saving pictures of other people without permission	Class Meetings	Introduced by Contact Teachers Reinforced by all staff
	Student Council Representatives elected in each year level	Year level voting	Contact Teachers
	Establish Student Council. Identify the function, goals/plan, meeting protocol and areas of responsibility.	Weekly Student Council Meetings	Teacher assigned in collaboration with the Head of School
	Student Council presents themselves to the school	Assembly	Student Council Teacher

THIS SCHOOL ENVIRONMENT PLAN

	Parent Information Meeting: -Review Code of Conduct / Essential Agreements -Leave of Absence procedures -Psychosocial concern procedures -Parent / Student Rights -School Environment Plan -Nettvett -Parent Committee reps	-Parent Meeting -Website -Printed School Calendar	Contact teachers, Leadership Team Parents - PC Reps
	Introduction in all year levels	In class visits	Head of School / Coordinators / School Nurse
October	Review expectations / essential agreements / standards of school environment meeting	Team meetings	Coordinators Contact Teachers
	School environment surveys for students Meetings between parent, teacher and student	Response to student surveys	Contact Teachers
	Analyze and document results from surveys	Team meetings Share with SCC	Leadership Team
	Operasjon Dagsverk	MYP Team Meetings	MYP Team and OD committee
	International Celebration (UN Day)	MYP Team/PYP Team Meetings	All teachers
November	Review and select questions for Udir survey	MYP Team Meeting	Leadership Teachers
	Gathering for Student Council	Put on by Trondheim Kommune	Student Council Teacher
December	Udir Student Survey taken (MYP)	In Class time	Contact Teachers
	Christmas Activities	Team meetings	All staff
January	School environment surveys for students Meetings between parent, teacher and student	Response to student surveys	Contact Teachers
	Academic Report Cards	Bi-annually	Coordinators/ Teachers
	Academic meetings/School environment conferences	Individual	Contact Teachers
February	Udir Student survey analysis, summarize and identify areas of concern. This is	Team, Class and Student Council Meetings.	Head of School, MYP Coordinator

THIS SCHOOL ENVIRONMENT PLAN

	completed in conjunction with the School Environment Surveys in MYP.	Present to SCC and Parent Committee.	Contact Teachers
	Analyze and document results from surveys	Team meetings Share with SCC	Leadership Team
March / April	Goals/Action Plan related to the outcomes of the School Environment Surveys	Analysis from student surveys are included in the action plan	Leadership Team
	Review the Code of Conduct/Internet safety/Goals for School Environment	Class Meetings	Contact Teachers
	Review and discuss the Essential Agreements	Class Meetings	Contact Teachers
May	Transition routines from PYP to MYP	Welcome / Info meetings between students / teachers. Introduction lessons.	Contact Teachers
	Teachers evaluate the work connected with the psychosocial environment	Individual	Contact Teachers Leadership Team
	Evaluate the work conducted by the Student Council as a class. Reps report back to the Student Council.	Class Meetings	Student Council Reps / Contact Teachers
End of year	Student Led Conferences	Planned School Event	Contact Teachers
	Evaluation of Year Plan Adjustments	Whole school meeting	Head of School
	MYP camping trip	All students and MYP staff attend camp in the local area together	All MYP teachers and students
	MYP10 Class trip	Coordinator	Head of School/ Coordinator
	PYP6 Class trip	Coordinator	Contact Teacher
	Academic Report Cards	Bi-annually	Coordinators/ Teachers
	Graduation	Ceremony in the gym	MYP teachers, coordinators, HoS and PYP6 teacher

18. Appendix II Duty Guidelines (2020/2021)

Morning Duty:

SFO students are allowed to enter the building at any time before school starts.

Teacher 1

- Be outside at 8:10
- Wear a vest
- Monitor and inform behaviour concerns according to routine
- Send students to Boot Room by 8.20

Teacher 2

- Be outside at 8:10
- Ensure PYP students remain outside until teachers collect students by the Boot Room
- Monitor MYP students
- PYP students are allowed to come into the building after 8.25 with their teacher
- MYP students can enter the building at 8.25
- Monitor and inform behaviour concerns according to routine
- If you see PYP students outside after their class has gone in, send them inside

PYP and MYP teachers:

- Meet your students at 8.25

PYP Lunch Duty:

- Set expectations for healthy eating routines (including hygiene)
- Help students regularly
- Monitor, inform and follow-up behaviour concerns according to routine
- Ensure students receive their order from skolelyst.no
- Ensure routines are in place for cleaning the classroom and recycling materials
- Take students outside at 11.00. It is important that this transition is monitored by the teacher on duty (NB: no one is on outside duty until 11.00)
- Report dietary concerns to parents

PYP Playground Duty:

- Know the PYP playground boundaries (both inside and outside the fence). See map
- Monitor, inform and follow-up behaviour concerns according to routine
- Be punctual, wear a vest and carry a 1st Aid backpack
- Year 1 to wear vests
- Engage with students
- Use the whistle (Students should be lined up and ready for collection at 11:25)
- PYP duty person remain outside until PYP teachers collect students

MYP ONLY:

Outside

- MYP are allowed to leave school grounds
- Be punctual, wear a vest and carry a 1st Aid backpack
- Monitor, inform and follow-up behaviour concerns according to routine
- Students need to go outside to the outdoor shelter for the morning break, in the afternoon, they can be near Tomasskolen swing.
- Teacher to blow the whistle so that students have time to enter the school 5 minutes before lessons start.

Lunch Duty

- Teacher has discretion on whether to eat inside or outside as a group
- Set expectations for healthy eating routines (including hygiene) and report dietary concerns to contact teacher
- Monitor, inform and follow-up behaviour concerns according to routine.
- Ensure students receive their order from skolelyst.no. Only staff to take milk from the fridge
- Ensure each student cleans their area and recycles appropriately
- Students can leave for their lunch break but not hang out in the corridors.
- Ensure cleaning duty is followed up.

Between lessons

- Be outside the classroom 5 minutes before the lesson starts
- If you are in the same room stand at the door as students come in
- Support and monitor student movement in the corridor outside your room
- All students should be in the room by the start of the lesson
- Mobiles should not be carried around school. They should be locked in the mobile phone lockers at the beginning of each day

19. Appendix III: Education Act § 9A Action Plan

Students Name:

Birthdate:

Grade:

Duration of the Action Plan:

From (date) – until X experiences that he/she has a safe and good school environment that promotes health, well-being and learning.

Case Description:

Parent concerns, descriptions of child’s experiences.

Description of events.

Examples of evidence provided.

Attendance examples.

Student Perspective:

Dates of meetings with student(s).

Student experiences.

Student’s wishes from the school / staff / support.

The School’s evaluation of the Case

Based on the mother's concern and conversation with X, the following Education §9A Action Plan is implemented. The school will conduct further investigations.

Main Goal:

X feels that he/she has a safe and good school environment where he/she feels included in the class.



Sub-goal 1:

Subgoal on Individual Level	What will the action solve?	Measure	Responsible	Timeframe	Evaluation (who, when, how)



Sub-goal 2:

Subgoal on Group Level	What will the action solve?	Measure	Responsible	Timeframe	Evaluation (who, when, how)



Sub-goal 3:

Subgoal on Systematic Level	What will the action solve?	Measure	Responsible	Timeframe	Evaluation (who, when, how)



Sub-goal 4:

Subgoal for health if needed	What will the action solve?	Measure	Responsible	Timeframe	Evaluation (who, when, how)

Article 12 of the Convention on the Rights of the Child:

The right of the child to be heard

X is heard in conversation with the contact teacher and parent (date), the conversation is referenced in the Education Act §9A Action Plan. X, together with his/her parents, participated in parts of the collaboration meeting (date). Suggestions for measures to restore security and inclusion is explained in this meeting.

Student response to the Action Plan and measures.

The Convention on the Rights of the Child Article 3:

The school's assessment of the best interests of the child

The school has...

The school wants to...

The school is of the opinion...

The school will...

Fylkesmannen

The student and the parents are informed that they can report the case to fylkesmannen if they are not satisfied with the school's handling of the case.

Place:

Date:

 Principal

 Iris

 Mother

 Father

20. Appendix IV Checklists

Checklists for a positive and safe school environment

The following to be completed by the Contact Teacher	
August	<input type="checkbox"/> Know the School Environment Plan and the Year Plan for a safe and positive school environment, including the content, requirements and procedures
	<input type="checkbox"/> Read the information provided by UDIR related to the student’s right to a safe and positive school environment - at www.udir.no
	<input type="checkbox"/> Instruct the students about The Education Act, the Code of Conduct and the Goals for a safe and positive school environment. Reflection and raise awareness about abusive behaviors.
	<input type="checkbox"/> Make Essential Agreements for the class and refer to them actively and routinely
	<input type="checkbox"/> All concerns need to be reported to the Coordinator / HoS using the The Education Act § 9 A Action Plan. This includes concerns raised by students and/or parents/guardians.
	<input type="checkbox"/> All concerns related to Frequent Absences must be raised to the Coordinator / HoS / Social Pedagogue
	<input type="checkbox"/> Follow through with all actions identified in The Education Act § 9 A Action Plans related to harassment, abuse and bully cases
	<input type="checkbox"/> Have a process for student representatives for the Student Council and inform the Office Administrator within the first two weeks of school.
	<input type="checkbox"/> Open House Meeting for parents
September	<input type="checkbox"/> Ensure students are familiar with Internet safety and ICT User Agreements
	<input type="checkbox"/> Teach students about the safe use of social media, and how to monitor their online presence
	<input type="checkbox"/> Become familiar with what students are engaged in online
	<input type="checkbox"/> Train students to address school social issues (mobbing/bullying/sexual harassment/discrimination)
	<input type="checkbox"/> Ensure that the Student Council Representatives are able to present to the class, as outlined in the Student Council goals
October	<input type="checkbox"/> Complete Student School Environment Surveys
	<input type="checkbox"/> Conduct Student / Parent / Teacher School Environment Conferences

THIS SCHOOL ENVIRONMENT PLAN

January	<input type="checkbox"/>	Review/evaluate the Essential Agreements with the class and make adjustments as necessary with the students. Hang up any changes in the classroom.
	<input type="checkbox"/>	Complete Student School Environment Surveys
	<input type="checkbox"/>	Conduct Student / Parent / Teacher School Environment Conferences
March	<input type="checkbox"/>	Review Code of Conduct and the goals for the school environment. Reflection and raise awareness of abusive behavior.
	<input type="checkbox"/>	Remind students of nullmobbing.no
	<input type="checkbox"/>	Review definitions of bullying, harassment, abuse
	<input type="checkbox"/>	Review and discuss the Essential Agreements
May	<input type="checkbox"/>	Evaluate the work related to the psychosocial environment.
	<input type="checkbox"/>	Evaluate the work conducted by the Student Council. Student Council Representative reports back to the Student Council.
June	<input type="checkbox"/>	Student Led Conferences
	<input type="checkbox"/>	Plan and arrange an end-of-year celebration with the class, agree with the Coordinator
	<input type="checkbox"/>	Graduation (PYP6 and MYP10)

The following to be completed by the Student Council

August	<input type="checkbox"/>	Follow up with the Essential Agreements in each classroom, ensuring they are visible in each classroom
	<input type="checkbox"/>	Hang up posters with the logo from nullmobbing.no throughout the school
	<input type="checkbox"/>	Present meeting minutes from Student Council meetings to the class
Ongoing	<input type="checkbox"/>	Evaluate class's work towards the school's goals for the school environment
	<input type="checkbox"/>	Assist contact teachers in evaluating / revising Essential Agreements
	<input type="checkbox"/>	Evaluate the school's goals for the school environment and provide suggestions for improvement.
	<input type="checkbox"/>	Student Council Events: planning and organization (Spirit Week, etc.)
	<input type="checkbox"/>	Present relevant information at assemblies

The following to be completed by the School Nurse		
August	<input type="checkbox"/>	Introduce him/herself and get to know all classes
August-December	<input type="checkbox"/>	Meet individually w/PYP1 and parents.
October-February	<input type="checkbox"/>	PYP3: Health themed day with physical therapist, occupational therapist and school nurse
	<input type="checkbox"/>	PYP3: Individual height and weight measurements
	<input type="checkbox"/>	MYP9: Sex Education
January-February	<input type="checkbox"/>	PYP5: Puberty / Health Classes
November-March	<input type="checkbox"/>	MYP8: Classroom seminar “UngMest” (physical, mental, sexual health, etc.)
	<input type="checkbox"/>	MYP8: Individual height /weight measurements and consultation with all students
Ongoing	<input type="checkbox"/>	Vaccinations throughout the year: PYP 2,6,7 and MYP 10.
	<input type="checkbox"/>	Individual contact with new students and parents.
	<input type="checkbox"/>	Student Support Team Meetings
	<input type="checkbox"/>	Individual meetings, group meetings, grade level meetings as needed
	<input type="checkbox"/>	Parent meetings as needed
	<input type="checkbox"/>	Advise/guide teachers as needed

The following to be completed by the Social Pedagogue		
August	<input type="checkbox"/>	Introduce him/herself and get to know all classes
Ongoing	<input type="checkbox"/>	Meet with the Student Support Team
	<input type="checkbox"/>	Individual meetings, group meetings, grade level meetings as needed
	<input type="checkbox"/>	Parent meetings as needed
	<input type="checkbox"/>	Advise/guide teachers as needed

The following to be completed by the Facilities Manager

August	<input type="checkbox"/>	Ensure All First Aid Supplies in place including Heart Starters
	<input type="checkbox"/>	Ensure School Facilities are ready for staff and students
	<input type="checkbox"/>	Fire Safety Training for Staff
	<input type="checkbox"/>	Emergency Preparedness Plan training for Staff
September	<input type="checkbox"/>	Announced Fire Drill
	<input type="checkbox"/>	Internal Control of Fire Safety - monthly.
November	<input type="checkbox"/>	Coordinate Fall Dugnad
December	<input type="checkbox"/>	Internal Control of Electrical Apparatuses. Report and Action Plan
March	<input type="checkbox"/>	Fire Safety Leader training
	<input type="checkbox"/>	Vernerunde - Internal Safety Inspection - report and action plan
April	<input type="checkbox"/>	Finalize Summer Maintenance, Project Planning & Cleaning
	<input type="checkbox"/>	Outdoor Play Equipment Inspection
	<input type="checkbox"/>	Risk assessment of the physical environment (indoor and outdoor)
May	<input type="checkbox"/>	Coordinate Spring Dugnad
June	<input type="checkbox"/>	Summer Closing

**The following to be completed by the Coordinators
including the Special Needs Coordinator when appropriate**

Ongoing	<input type="checkbox"/>	Whole school event planning
	<input type="checkbox"/>	Lead teachers in handling cases and documentation. Ensure documentation for cases is filed and stored (Education Act § 9 A Action Plans)
August	<input type="checkbox"/>	Introduce him/herself and get to know all classes
	<input type="checkbox"/>	Monitor student absence
	<input type="checkbox"/>	Ensure all contact teachers call in for an Open House meeting, and that Parent Committee Representatives are voted in and sent to the Office Manager

THIS SCHOOL ENVIRONMENT PLAN

October	<input type="checkbox"/>	Ensure all contact teachers complete Student School Environment Surveys, followed by Student / Teacher / Parent conferences
	<input type="checkbox"/>	Analyze and document results from surveys
November	<input type="checkbox"/>	Evaluate the school's work towards the school's goals for the school environment, including meetings with each class.
	<input type="checkbox"/>	Review and select questions for Udir survey with MYP team
December	<input type="checkbox"/>	Report on the summarized findings in the school's school environment (surveys)
January	<input type="checkbox"/>	Ensure all classes have evaluated and revisited Essential Agreements
	<input type="checkbox"/>	Ensure all contact teachers complete Student School Environment Surveys, followed by Student / Teacher / Parent conferences
February	<input type="checkbox"/>	Report on the summarized findings in the school's school environment (surveys)
	<input type="checkbox"/>	Analyze, summarize and identify areas of concern from Udir survey (MYP).
March	<input type="checkbox"/>	Collaborate on the year's Udir Tilstandsrapport that summarizes and evaluates the goals for the school environment. Decide if any actions should be discontinued. Identify new goals.
	<input type="checkbox"/>	Review the school's Code of Conduct, vision and mission, ensuring documentation is up to date
June	<input type="checkbox"/>	Plan and agree with the contact teachers on end-of-year celebrations
	<input type="checkbox"/>	Evaluation of Year Plan. Made adjustments as necessary

The following to be completed by the HoS

Ongoing	<input type="checkbox"/>	Student Support Team Meetings
	<input type="checkbox"/>	Ongoing meetings: School Coordinator Committee, Parent Committee, Student Support Team, Board, Student Council (as needed), parents, students, groups, classes, etc.
	<input type="checkbox"/>	Ensure all documentation related to School Environment Plan is current, updated and available (paper and online)
August	<input type="checkbox"/>	Introduce him/herself and get to know all classes
	<input type="checkbox"/>	Ensure all staff are informed of, and know the routines for the School Environment Plan and the Year Plan for a positive school environment.
	<input type="checkbox"/>	Ensure all staff understand what the Duty to act is, including the sub-duties

THIS SCHOOL ENVIRONMENT PLAN

	<input type="checkbox"/>	Present the year's goals for the school environment to all committees: PC, School Coordinating Committee, Student Council
	<input type="checkbox"/>	Establish a Student Council teacher - included in the teacher's Individual Working Plan
September	<input type="checkbox"/>	Call in for the first Parent Committee meeting
December	<input type="checkbox"/>	Summarize the total amount of incidents / concerns, including all Education Act § 9 A Action Plans throughout the school
March	<input type="checkbox"/>	Evaluate the work towards the school's goals related to the school environment
	<input type="checkbox"/>	Analyze the results from the surveys together with the Leadership Team. Present to Student Council, School Coordinating Committee, Parent Committee, BoD.
	<input type="checkbox"/>	Write the year's tilstandsrapport that summarizes and evaluates the goals for the school environment. Decide if any actions should be discontinued. Identify new goals.
May	<input type="checkbox"/>	Identify new goals for the school environment together with the Student Council, Parent Committee, School Coordinating Committee
	<input type="checkbox"/>	Review the school's Code of Conduct, vision and mission, ensuring documentation is up to date
June	<input type="checkbox"/>	Evaluation of Year Plan. Made adjustments as necessary

The following to be completed by Leadership

May Goals	<input type="checkbox"/>	Goals for a positive school environment are planned after: <ul style="list-style-type: none"> ● an analysis of student surveys ● a risk assessment ● an evaluation of deviations related to the physical environment Goals are written by the Leadership Team.
	<input type="checkbox"/>	Goals are stated clearly stated on the Year Wheel for the psychosocial and physical school environment
	<input type="checkbox"/>	The Goals include periodical reviews for evaluation, with appropriate deadlines
	<input type="checkbox"/>	The Goals identify how the work shall be documented
June Preventative Work	<input type="checkbox"/>	Leadership and staff have created the Year Wheel for how students and parents are to be involved in working with the school environment. The Year Wheel includes preventative work for a safe and positive learning environment.
	<input type="checkbox"/>	The plans for the school environment shall be treated in both Student Council, the School Coordinating Committee and the BoD.
	<input type="checkbox"/>	Leadership has reviewed the Year Wheel for a safe and good school environment with all

THIS SCHOOL ENVIRONMENT PLAN

August Routines for staff		staff
	<input type="checkbox"/>	All staff have been given / know where to find relevant documentation
	<input type="checkbox"/>	All staff have been trained in and are aware of the School Environment procedures
	<input type="checkbox"/>	There is an established understanding of what is inappropriate behavior (harassment, bullying, discrimination and abuse).
	<input type="checkbox"/>	All staff know what the Duty to Act is and how it is applied.
August Preventative Work	<input type="checkbox"/>	PYP and MYP teams / Leadership Team have planned how the school's work against harassment, abuse and bullying are presented in the Open House parent meeting in each year level.
	<input type="checkbox"/>	All students have been informed of their rights and responsibilities; including where they can find more information and how they report a case for themselves or others.
Ongoing Routines in single cases	<input type="checkbox"/>	Leadership has gone through and revised the School Environment Plan to treat individual cases, in line with the Duty to Act and documentation requirements
	<input type="checkbox"/>	The school makes <i>Education Act § 9 A Action Plans</i> when cases are reported, or when the school considers necessary
	<input type="checkbox"/>	Actions shall be evaluated and documented according to the School Environment Plan

21. Appendix V Terms and Definitions

Terms	Definitions: There are several definitions for the following definitions. Below are examples related to the context of wellbeing at THIS.
Psychosocial environment	The psychosocial environment is defined as all elements related to well-being, learning and health in the school environment, everything from air quality to social well-being.
Trondheim International School Code of Conduct	The code of conduct is the school's set of expectations for the students which should be signed by all students and parents at the start of the year. See the Code of Conduct for more information.
Single Rights Decision	The school is obliged to act on the request for intervention(s) by making a Single Rights Decision (Enkeltvedtak) according to the Public Administration Act (Forvaltningsloven).
Intervention	An action taken directly related to a specific issue that has occurred as a response to a parent/student/staff complaint about a student's well-being.
Discrimination	<p>Treating someone differently or poorly based on certain characteristics or differences. It is against Human Rights to treat someone differently based on:</p> <ul style="list-style-type: none"> Age Race (skin color, facial features), Ethnicity (culture, where they live, how they live, how they dress) Religion (religious beliefs) Gender Sexual orientation (if they are gay, lesbian, bisexual, or heterosexual) Family status (if they are from a single parent family, adopted family, step family, foster family, non-biological gay or lesbian parent family) Marital status (if they are single, legally married, common-law spouse, widowed, or divorced) Physical and mental disability (if they have a mental illness, learning disability, use a wheelchair)
Ostracism/ Exclusion	An intentional and repeated social behavior that diminishes social affirmation and inclusion and/or results in isolation and exclusion of a member of the community.
Sexual Harassment	Inappropriate and unwelcome humiliating (krenkende) interaction of a sexual nature (physical, verbal or online).
Violence	Any behaviour of a destructive nature, physical or verbal, intended to hurt, damage, or kill someone or something. Example: kicking, hitting, spitting, threatening.
Bullying	Systematic use of power over a period of time with 1) an intent to harm; 2) a power of imbalance; and 3) repeated acts or threats of aggressive behaviour.
Cyberbullying	Using electronic media to threaten, embarrass, intimidate, or exclude someone, or to damage their reputation (e.g., sending threatening text messages)

	<p>Harassment - Repeatedly sending offensive, rude, and insulting messages.</p> <p>Denigration - Distributing information about someone else by posting it on a webpage, sending it through email or instant messaging, or posting or sending digitally altered photos of someone without their permission</p> <p>Flaming - Online fighting using electronic messages with angry, vulgar language.</p> <p>Impersonation - Breaking into an email or social networking account and using that person's online identity to send or post vicious or embarrassing material to/about others.</p> <p>Outing and Trickery - Sharing someone's secrets or embarrassing information, or tricking someone into revealing secrets or embarrassing information and forwarding it to others.</p> <p>Cyber Stalking - Repeatedly sending messages that include threats of harm or are highly intimidating, or engaging in other online activities that make a person afraid for his or her safety (depending on the content of the message, it may be illegal).</p>
--	---