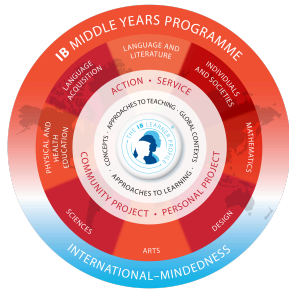
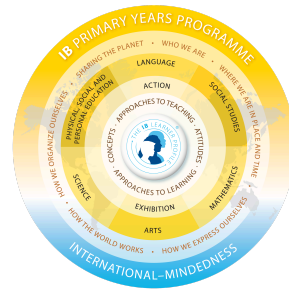


# Fagerhaug International School Environment Plan



|                                                                         |           |
|-------------------------------------------------------------------------|-----------|
| <b>Fagerhaug International School Vision</b>                            | <b>3</b>  |
| <b>Fagerhaug International School Mission Statements</b>                | <b>3</b>  |
| <b>Rationale/ Purpose for the Plan</b>                                  | <b>3</b>  |
| <b>Preventative Work</b>                                                | <b>3</b>  |
| Curriculum                                                              | 3         |
| Year Wheel                                                              | 4         |
| Preventive measures                                                     | 4         |
| Student Support Network                                                 | 5         |
| <b>The Duty to Act</b>                                                  | <b>6</b>  |
| Staff Shall                                                             | 6         |
| The School Shall                                                        | 6         |
| Pay attention (see Appendix II)                                         | 6         |
| Intervene                                                               | 6         |
| Report                                                                  | 6         |
| Investigate                                                             | 7         |
| Take Action                                                             | 7         |
| Strengthened Duty to Act                                                | 7         |
| Documentation                                                           | 7         |
| <b>The Right to Complain</b>                                            | <b>9</b>  |
| Statsforvalteren's enforcement in single cases (§12-6):                 | 9         |
| <b>Appendix I Year Wheel</b>                                            | <b>10</b> |
| <b>Appendix II To Pay Attention</b>                                     | <b>13</b> |
| <b>Appendix III Duty Guidelines</b>                                     | <b>15</b> |
| <b>Appendix IV How to Write an Education Act §12 Action Plan</b>        | <b>17</b> |
| <b>Appendix V Checklists for a positive and safe school environment</b> | <b>19</b> |

# Fagerhaug International School Vision

## Fagerhaug International School Mission Statements

### Rationale/ Purpose for the Plan

As an IBO World School, the School Environment Plan promotes well-being, learning and conduct. It also adheres to The Education Act §12. All students are entitled to a safe and positive school environment that promotes health, inclusion, 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. Students, staff and parents/guardians have a shared responsibility to create and maintain a positive school environment. The student's subjective experience of their school environment and consideration of what is in the best interest of the child, is paramount.

The School Environment Plan applies to both School and SFO (After School Program). 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. Student absence is managed by the school's Absence Plan/Procedures.

### Preventative Work

Fagerhaug International School works systematically to promote a good school environment. This is found throughout the curriculum and in the detailed Year Wheel (see below). Preventative measures are targeted for the school community. The student support network is utilized to best support student well-being.

### Curriculum

The school community is provided opportunities and guidance to develop Learner Profile Attributes and Approaches to Learning.

**Learner Profile** - 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.
- **Thinkers** - We solve problems creatively; make thoughtful 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.
- **Inquirers** - 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-takers** - 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.

**Approaches to Learning** - we encourage our community to develop the following:

- Self-Management Skills - make informed choices, think before you act
- 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

**PYP and MYP programmes** - explicit and implicit learning related to student well-being and building community is found throughout the curriculum.

## Year Wheel

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.

## Preventive measures

Actions focused on the psycho-social environment:

## Students

- IB Learner Profile emphasized regularly
- School rules and expectations are taught and emphasized in every class
- Essential Agreements are made in every year level
- Student Council meetings: minutes made accessible to all staff and student representatives
- Student Council Representative elected to attend Board meetings
- Student Conferences (student, parent and teacher)
- Student Led Conferences where students celebrate their learning
- Community building activities/events across year levels (Sports-, Ski-, Outdoor Days)
- Transitions (to First Grade, from PYP to MYP, from MYP to high school)
- Regular whole school assemblies
- Contact teacher organizes peer supports when new students arrive

---

## Teachers

- School rules and expectations are taught and emphasized in every class
  - Essential Agreements are made in every year level
  - Regular team sessions: check in/report/follow-up/make appointments
  - Students' well-being is regularly addressed in staff meetings
  - Appropriate staff on duty at all times during outside breaks
  - Safeguarding training and procedures
  - Professional Development
- 

## Parents

- Student Conferences (student, parent and teacher)
  - Student Led Conferences where students celebrate their learning
  - Parent Committee reps appointed each fall
  - Parent Committee regular meetings
  - Information meetings for parents identifying rights and responsibilities of students
- 

## Administration

- Regular team sessions: check in/report/follow-up/make appointments
- Regular whole school assemblies
- Community building activities/events across year levels (Sports-, Ski-, Outdoor Days)
- Transitions (to First Grade, from PYP to MYP, from MYP to high school)
- Student Support Team - regular meetings with Special Needs Coordinator, School nurse, Principal, and PPT
- Appropriate staff on duty at all times during outside breaks
- IK Friskole for internal control (Quality Assurance)
- Safeguarding training and procedures
- Professional Development
- Regular meetings between the school and the School Health Services team
- Contact teacher organizes peer supports when new students arrive

---

## Board

- Student Council Representative elected to attend Board meetings
- Parent Committee reps appointed each fall

Actions focused on the physical environment (Education Act §12-7)

- 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.
- Continual facility maintenance
- Report physical concerns directly to the Principal

## Student Support Network

FINT has a Student Support Team that is made up of the Principal, Special Needs Coordinator, School Nurse and the PPT contact. Staff are able to bring concerns related to a student's education, well-being, and health to the Student Support Team. In addition, the school has access to school health services (see image below). For details related to educational support or frequent absences, see our Inclusion Policy and School Absence Plan.

# The Duty to Act

There are 5 types of action mandated by Norwegian law.

## Staff Shall

**Pay attention** to whether students have a positive and safe psychosocial environment

**Intervene** in cases of bullying, violence, discrimination or harassment whenever possible

**Report** to the Principal 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

## Pay attention (see Appendix II)

- Actively monitor whether students have a safe school environment
- Be alert and actively observe how the students are doing alone and when interacting with others
- Pay attention to students who are particularly vulnerable
- Pay attention to how students interact among themselves in order to find out if a student does not have a safe or good school environment
- Pay attention systematically during breaks and transition periods. See Duty Guidelines (Appendix III)
- Acknowledge the experience of the individual student

## Intervene

- 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
- When necessary, staff can physically intervene to prevent harm, cf. the Private School Act § 3-10b. This applies when other measures are insufficient to prevent a student from:
  - Physically harming a person or putting themselves in physical danger
  - Damaging property
  - Exhibiting behavior that is severely degrading to themselves
  - Significantly disrupts the learning of other students
- The physical intervention must go no further than necessary and be proportionate to the interests being safeguarded. Actions that are generally accepted in interaction between adults and children they care for are not considered physical interventions under the Private School Act § 3-10b.
- A staff member who has carried out a physical intervention shall report it to the principal, cf. the Private School Act § 3-10c. The principal shall inform the student's parents. If physical

intervention is used against the same student several times, or if the intervention is particularly serious, the principal shall notify the school board.

- The school shall document all physical interventions with a brief description of the incident and the intervention performed by staff, cf. the Private School Act § 3-10c. The documentation shall also include the student's view of the matter.

## Report

- There is a low threshold to report and draft cases anonymously when the health and safety of children is in question.
- Staff report to their leader ANY suspicion or knowledge that a student does not have a safe and healthy school environment. (See Appendix IV, Part I). Reporting is essential.
- The Principal shall report to the school board any serious incidents between students and between students and staff.

## Investigate

- There is a low threshold to report and draft cases anonymously when the health and safety of children is in question.
- The school shall investigate any suspicion or knowledge that a student does not have a safe, good school environment
- An investigation can include observations, assessments, conversations, etc.
- Involved students have the right to be heard in conjunction with the UN Rights of the Child and §104 in Grunnloven. **The school should never deny or reject a student's experience of insecurity or unhappiness at school.**

## Take Action

- 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 pupils' best interests should be fundamental in the school's work
- Education Act §12 Action Plan must be written (See Appendix IV)
- The Principal has the responsibility to inform (or delegate the responsibility) parents about actions taken
- Actions must remain in place until the case is resolved through an evaluation (See Appendix IV)
- The case will remain open until it is resolved

## Strengthened Duty to Act

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

- The employee must immediately report to the Principal.
- If the offender is a member of the school leadership team, the employee shall report to the Chairman of the Board directly
- The Principal shall report to the Board (unless it is without merit, see below)
- Investigations and actions shall commence immediately

If a complaint is without merit, it can be stopped and not reported further (example: claims against a teacher for academic judgment while exercising school policy, pedagogical differences, absence of student/staff member when the claim was made).

## Documentation

The school is required to document the student's perspective, as well as suggested actions on the situation in an Education Act §12 Action Plan. The documentation required 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.

| Task                                                                                | Responsible                  | Documentation                                                                                                                                                                                                                        | Stored                             |
|-------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Pay attention</b>                                                                | All Staff<br>Contact Teacher | Pay attention: Class Surveys, student surveys, observations, Sociograms, student log, staff meetings<br>- The school must know about vulnerable students/groups of students<br>- Risk areas / Prevention Plan: playtime, transitions | Teacher Files                      |
| <b>Intervene</b>                                                                    | All Staff                    | Intervene in cases of bullying, violence, discrimination or harassment whenever possible.                                                                                                                                            | Teacher Files                      |
| <b>Report Concern</b><br>→ Contact Teacher<br>→ Coordinator<br>→ Deputy / Principal | All Staff                    | Report to the Principal / Coordinator if you have a suspicion of, or are aware of, a student who does not have a positive and safe school environment.                                                                               | Teacher Files<br>Coordinator Files |

## The Right to Complain

The school's goal is to collaborate with parents/guardians to support a safe and positive school environment for all students at Fagerhaug 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 Statsforvalteren directly. This is completed online, via the Statsforvalteren webpage.

Concerns related to the physical environment should be reported directly to the Principal. 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).

### Statsforvalteren's enforcement in single cases (§12-6):

Statsforvalteren provides oversight to cases and/or processes. Statsforvalteren ensures that requirements are met regarding the rights of students, parents and the school.

Statsforvalteren can reject cases if:

- the case is not presented to the Principal
- it has gone less than one week since the cases was started
- the student no longer goes to the school they are making a complaint about
- they believe that the student has a safe and good school environment

Statsforvalteren can require schools to improve the situation related to school environment cases.

For example: if routines are not followed, unnecessary delays in handling the case or if measures are inappropriate. In addition, Statsforvalteren can override the school's Action Plan and provide required measures to individual cases.

## Appendix I Year Wheel

| When                  | What                                                                                                                                                   | How                                                  | Responsible                                       |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|---------------------------------------------------|
| Before school starts  | With staff: review laws, regulations, and school policies related to the school environment.                                                           | Training Days                                        | Leadership / Principal                            |
| Ongoing               | Regular inspections of the school building and outside area                                                                                            | Routine walks<br>Deviation reports                   | Facilities Manager                                |
|                       | Regular class meetings in all year levels.<br>Regular meetings about students' rights and responsibilities.                                            | PYP Class Routines<br>MYP Class Time                 | Contact Teachers                                  |
|                       | Regular staff meetings (in teams and whole school) about student concerns / identifying and monitoring students who need extra support (including SFO) | Planned team meetings<br>Student Support Team<br>SFO | Leadership,<br>Teachers, Assistants,<br>SFO staff |
|                       | Review school routines (example: duties)                                                                                                               | Planned meetings                                     | All Staff                                         |
|                       | Focus on the Learner Profile                                                                                                                           | Throughout the school                                | Staff                                             |
|                       | Monitor and follow up<br>+ student absence                                                                                                             | Learning Platforms                                   | Teachers, Admin                                   |
|                       | Academic Meetings / Social Meetings as necessary                                                                                                       | Individually                                         | Teachers, SFO,<br>Coordinators                    |
|                       | Information about changes in procedures / policies shared with staff / health services                                                                 | Meetings / meeting minutes                           | Leadership Team                                   |
|                       | Whole School Events (excursions, assemblies)                                                                                                           | Planned School Events                                | Staff<br>Contact Teachers                         |
|                       | Student Council Events                                                                                                                                 | Planned Events                                       | Student Council /<br>Student Council Teacher      |
|                       | Upkeep of school website and other programs used                                                                                                       | Update as necessary                                  | IT Team                                           |
|                       | Student Support Team meetings                                                                                                                          | Regularly, twice a month                             | Principal                                         |
|                       | Parent Committee (PC) Meetings                                                                                                                         | Monthly                                              | PC President                                      |
|                       | Student Council Meetings                                                                                                                               | Regularly                                            | Student Council Teacher<br>and Representatives    |
|                       | World Calendar Celebrations                                                                                                                            | Throughout the year                                  | Staff                                             |
|                       | PYP Unit Summaries                                                                                                                                     | 6 per year                                           | Teachers                                          |
| August /<br>September | Essential Agreements established at each year level. Visible in the classroom.                                                                         | Class Meetings                                       | Students and Teachers                             |
|                       | Code of Conduct/Internet safety/The Education Act/Goals for School Environment ( <a href="http://www.nullmobbing.no">www.nullmobbing.no</a> )          | Class Meetings                                       | Contact Teachers                                  |
|                       | SFO Code of Conduct                                                                                                                                    | SFO meeting                                          | SFO Coordinator                                   |
|                       | Signature from students / parents regarding Code of Conduct and Internet Safety                                                                        | Collect by Year Level, store in student files        | Contact Teachers<br>Coordinators                  |
|                       | What is bullying/sexual harassment/discrimination?                                                                                                     | Class Meetings                                       | Contact Teachers                                  |

|          |                                                                                                                                           |                                                    |                                                                  |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------|
|          | How to address it?                                                                                                                        |                                                    |                                                                  |
|          | Netiquette and Internet safety guidelines                                                                                                 | Class Meetings                                     | Contact Teachers                                                 |
|          | Student Council Representative of s elected in each year level                                                                            | Year level voting                                  | Contact Teachers                                                 |
|          | Establish Student Council.                                                                                                                | Weekly Meetings                                    | Student Council Teacher                                          |
|          | Student Council presents themselves to the school                                                                                         | Assembly                                           | Student Council Teacher                                          |
|          | Parent Information Meeting:<br>-Review Code of Conduct<br>-Leave of Absence procedures<br>-Psychosocial concern procedures<br>-Netiquette | -Parent Meeting (whole school / class)<br>-Website | Contact teachers, Leadership Team                                |
|          | MYP Student School Environment surveys / meetings for students                                                                            | Surveys and meetings                               | Contact Teachers                                                 |
|          | Introduction in all year levels                                                                                                           | In class visits                                    | Principal / Deputy Principal / Coordinators / School Nurse / SFO |
| October  | Review expectations / essential agreements                                                                                                | Team meetings                                      | Coordinators<br>Contact Teachers                                 |
|          | PYP Student School Environment Meetings                                                                                                   | Meeting student, parents, teacher                  | Contact Teachers                                                 |
|          | Analyze and document results from internal school environment surveys (MYP)                                                               | MYP Team meetings                                  | MYP Coordinator                                                  |
|          | Operasjon Dagsverk                                                                                                                        | MYP Team Meetings                                  | MYP Team and OD committee                                        |
|          | International Celebration (UN Day)                                                                                                        | International Dinner                               | All teachers                                                     |
|          | Holiday Club (Fall Break)                                                                                                                 | SFO open                                           | SFO Coordinator                                                  |
| November | Review and select questions for Udir survey                                                                                               | Meeting: Coordinators                              | Teachers                                                         |
|          | Gathering for Student Council                                                                                                             | Put on by Stjørdal Kommune                         | Student Council Teacher                                          |
| December | Udir Student Survey taken PYP5-MYP10                                                                                                      | During class time                                  | Contact Teachers                                                 |
|          | Holiday Club (Christmas Break)                                                                                                            | SFO open                                           | SFO Coordinator                                                  |
|          | Safety Inspection                                                                                                                         | (Vernerunde)                                       | Facilities Manager                                               |
| January  | Review the Code of Conduct/Internet safety/Goals for School Environment / Essential Agreements                                            | Class Meetings                                     | Contact Teachers                                                 |
|          | School environment surveys for students<br>Meetings between parent, teacher and student                                                   | Response to student surveys                        | Contact Teachers                                                 |
|          | MYP Academic Report Cards                                                                                                                 | Publish on Toddle                                  | Coordinators/ Teachers                                           |
|          | MYP Academic meetings                                                                                                                     | Individual                                         | Contact Teachers                                                 |

|               |                                                                                                                                                             |                                                               |                                            |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------|
|               | MYP Student School Environment surveys / meetings for students                                                                                              | Surveys and meetings                                          | Contact Teachers                           |
| February      | PYP5-MYP10 Udir Student survey analysis, summarize and identify areas of concern. This is completed in conjunction with the MYP School Environment Surveys. | Team, Class and Student Council Meetings                      | DPrincipal, Coordinators                   |
|               | Analyze and document results from UDIR and internal school environment surveys                                                                              | Team meetings                                                 | Coordinators                               |
|               | Holiday Club (Winter Break)                                                                                                                                 | SFO open                                                      | SFO Coordinator                            |
| 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                            |
| May           | Transition Plan in action                                                                                                                                   | Info meetings. Introductory opportunities.                    | Relevant Staff                             |
|               | Teachers evaluate the work connected with the School Environment                                                                                            | Individual                                                    | Contact Teachers<br>Leadership Team        |
|               | Evaluate the work conducted by the Student Council in classes. Reps report back to the Student Council.                                                     | Class Meetings                                                | Student Council Reps /<br>Contact Teachers |
| End of year   | School Starters                                                                                                                                             | Open Day                                                      | PYP1 Teacher<br>Coordinator                |
|               | Student Led Conferences                                                                                                                                     | Planned School Event                                          | Teachers<br>Coordinators                   |
|               | Reflect on the Yearly Wheel. Adjustments for next year.                                                                                                     | Team learning                                                 | All                                        |
|               | Academic Report Cards MYP                                                                                                                                   | June                                                          | Coordinators/ Teachers                     |
|               | Graduation                                                                                                                                                  | Ceremony at school                                            | Teachers, Coordinators                     |
|               | Facility Maintenance                                                                                                                                        |                                                               | Facilities Manager                         |
|               |                                                                                                                                                             |                                                               |                                            |

## Appendix II To Pay Attention

| Where and When?       | How?                                                                                                                                                                                                                                                                                                                                                | What should students see / hear / feel / know / say?                                                                                                                                                                                                      |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Transitions           | Giving positive feedback of what you see<br><br>Set routines and expectations per class, and program.                                                                                                                                                                                                                                               | Teachers in the hallway<br>Teachers modeling behaviour expectations (stairs)<br>I see there is somebody... (tidying up, helping work independently) say whatever you notice<br>Comment on positive behavior                                               |
| Breaks                | Check in with students, especially if they are by themselves or hanging around you, ask how their day is going, suggest and give support to find a friend<br>Body language from afar looks suspicious, we go and check in<br>Teachers go check in where we know conflicts often arise.<br>-signals' after break time - to reflect and problem solve | How are you doing?<br>What is going on?<br>Where is your friend?<br>Maybe you could....<br>See teachers on duty, to support<br>Feel they are heard<br>How was your break?                                                                                 |
| Lunch                 | Look at what they have in their lunch, check that they have a drink, check if they eat<br>Teachers are going around the room, showing interest in what they have made for lunch<br>Comment concerns in student log about eating habits                                                                                                              | Teachers are interested in them and listening<br>Teachers help with opening lunch boxes etc.<br>Teachers ensure the milk is distributed                                                                                                                   |
| In class              | Lesson expectations/routines<br>Positive reinforcement<br>Observe body language<br>Circulate around the room, check-in<br>Seating arrangements<br>Collaborative work<br>Observe and check screen activity during lesson                                                                                                                             | Greeting / eye contact<br>Can you share with me what you have worked on?<br>Schedule so students know what to expect from the day/lesson<br>Hear an appropriate amount of noise for task                                                                  |
| Indirect Observations | Teacher is observing but not making a direct comment, just overview with insight into body language or 'eye talking' with other students                                                                                                                                                                                                            | Eye contact, knowing a teacher is nearby if needed<br>Teachers asking about bedtime and sleep                                                                                                                                                             |
| Direct observations   | As needed, in collaboration with subject teachers & ITO Co. (anonymous)                                                                                                                                                                                                                                                                             | Will notice another adult in the room                                                                                                                                                                                                                     |
| Sociograms            | Anonymous survey - as needed                                                                                                                                                                                                                                                                                                                        | I can identify how it is for me.                                                                                                                                                                                                                          |
| Relation Mapping      | Teachers map how their relationship is with their students - as needed                                                                                                                                                                                                                                                                              | Every student has one grownup they can go talk to.                                                                                                                                                                                                        |
| Class Trips           | Set expectations before the trip so students feel safe.<br>Answer questions about the trip.<br>Give feedback about behavior.                                                                                                                                                                                                                        | I reflect over the trip.<br>I know the expectations.<br>I feel safe because I know what to expect.<br>I get time to talk to the teacher about different (out-of-routine) things.<br>Sometimes I can talk to my teacher about what is going on in my life. |
| Online                | Giving feedback on the learning platform to let students know what they are achieving and what they can do for a next step.<br>Responding to emails from students.                                                                                                                                                                                  | My teacher knows if I report a problem.<br>My teacher lets me know how I am doing and helps me set goals for future learning.<br>My teacher writes messages to my parents and me on the learning platform/emails                                          |
| To/From School        | Students can share if anything happened on the way to or from school.<br>Teacher checks in if the student is feeling unsure about the bus or trip home - e.g. a student lingering in the hallway, asking if everything is OK.                                                                                                                       | My teacher supports me if I report a problem.                                                                                                                                                                                                             |

|                                               |                                                                                                                                                                                                                |                                                                                                                                                          |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conferences                                   | Create a safe environment for students to talk and share.                                                                                                                                                      | My teacher is listening.<br>My teacher knows me and wants to understand me.                                                                              |
| Map out Red/Green outdoor areas with students | Teacher on duty reminding students of boundaries.<br>Teacher walking boundaries with students at the beginning of school.<br>Teacher on duty checking the boot room to make sure kids are not hiding in there. | My teachers are always watching even when I test the boundaries                                                                                          |
| Start of Day / lesson                         | Welcome each student - "Good morning"<br>Morning message, routine<br>Schedule<br>signals                                                                                                                       | My teacher sees me.<br>My teacher cares about me because they are happy to see me and acknowledge me.<br>How is your morning?                            |
| End of Day/ lesson                            | Finish and reflect on the day & say goodbye.<br>Stand at the classroom door and see them out.<br>Follow them out ensuring they hang their shoes<br>Meet, reflections                                           | My teacher sometimes talks to my mom or dad.<br>My teacher gives me reminders of what to take home which helps me feel organized.<br>Leaving a tidy room |
| Home-school communication                     | Communicate to parents if a student is hurt, has broken the code of conduct, and other incidents.<br>Learning platforms<br>Conferences<br>Warning letters<br>Emails                                            | I know my parents and teachers talk about my time at school                                                                                              |

## Appendix III Duty Guidelines

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Morning Duty:</b><br/>SFO students are allowed to enter the building at any time before school starts.</p> <p><b>PYP Teachers:</b></p> <ul style="list-style-type: none"> <li>• 1st and 2nd grade students enter the classroom at 8.15</li> <li>• 3rd to 6th grade students may enter the PYP area at 8.20</li> </ul> <p><b>MYP teachers:</b></p> <ul style="list-style-type: none"> <li>• Meet your students on time at 8.30</li> </ul>                               |
| <p><b>Lunch Duty:</b></p> <ul style="list-style-type: none"> <li>• Set expectations for healthy eating routines (including hygiene)</li> <li>• Monitor, inform and follow-up behaviour concerns according to routine</li> <li>• Ensure students receive their order from skolelyst.no</li> <li>• Monitor transition as students go on break</li> <li>• Report dietary concerns to parents</li> <li>• Ensure hygiene/cleaning routines are followed up in the cafe</li> </ul> |
| <p><b>Playground Duty:</b></p> <ul style="list-style-type: none"> <li>• <b>Be punctual</b> and wear a vest</li> <li>• Monitor, inform and follow-up behaviour concerns</li> <li>• Know the playground boundaries</li> <li>• Engage with students</li> <li>• <u>Use a whistle</u></li> <li>• PYP duty person remain outside until all students go inside after recess</li> </ul>                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Playground Expectations                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Treat school property with respect</li> <li>• Helmets must be worn when biking or skating</li> <li>• Come in when you hear the whistle</li> <li>• Students are to stay outside during the breaks</li> </ul> |

| Generally “Not allowed”                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Biking/skating, etc. without a helmet</li> <li>• Rough Play</li> <li>• Excluding others from play</li> </ul> |

## Appendix IV How to Write an Education Act §12 Action Plan

A good Education Act §12 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

In addition, the school must consider:

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

To succeed, one must think of measures at the individual, group and system levels.

- **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 §12 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 bodies, and contribute to a holistic collaboration.
- [https://www.udir.no/laring-og-trivsel/skolemiljo/slik-kan-skolen-handtere-et-utrygt-skolemiljo / ?](https://www.udir.no/laring-og-trivsel/skolemiljo/slik-kan-skolen-handtere-et-utrygt-skolemiljo/?)

# EDUCATION ACT §12 ACTION PLAN

Opplæringsloven §12-4

|                                                                                                                                                                                |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Student's Name                                                                                                                                                                 |                                                                                                          | Grade Level                                                                                                           | School                                                | Kommune                                             |                                                                                                                                 |
| Date of Birth                                                                                                                                                                  | Start Date and duration                                                                                  |                                                                                                                       | Date Updated                                          |                                                     |                                                                                                                                 |
| <b>CASE DESCRIPTION</b><br>What was reported?                                                                                                                                  |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| <b>STUDENT'S OWN PERSPECTIVE OF THE SITUATION</b><br>Article 12 of the Convention on the Rights of the Child: The right of the child to be heard                               |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| <b>SCHOOL'S EVALUATION OF THE CASE REPORTED</b><br>Briefly summarize what the school is already familiar with and what the school has already done                             |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| <b>MAIN GOAL</b><br>The Main Goal must describe the desired situation.                                                                                                         |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| <b>SUBGOALS</b><br>Make an overview of all of the sub-goals at different levels. Add more rows as necessary.                                                                   |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| <b>Subgoal</b><br>Use keywords in the problem description                                                                                                                      | <b>What will the measure solve?</b><br>Enter the relevant problem to be solved with help of the measure. | <b>Measure / Action</b><br>Use research-based actions. Examples can be found at <a href="https://udir.no">Udir.no</a> | <b>Responsible</b><br>Specifically who is responsible | <b>Timeframe</b><br>Set a time: week, month or date | <b>Evaluation</b><br>Who evaluates when? How will it be evaluated? (conversations, class meetings, student surveys, scale 1-10) |
| Subgoal on Individual Level                                                                                                                                                    | What will the measure solve?                                                                             | Measure / Action                                                                                                      | Responsible                                           | Timeframe                                           | Evaluation                                                                                                                      |
|                                                                                                                                                                                |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
|                                                                                                                                                                                |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| Subgoal on Group Level                                                                                                                                                         | What will the measure solve?                                                                             | Measure / Action                                                                                                      | Responsible                                           | Timeframe                                           | Evaluation                                                                                                                      |
|                                                                                                                                                                                |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
|                                                                                                                                                                                |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| Subgoal on Systematic Level                                                                                                                                                    | What will the measure solve?                                                                             | Measure / Action                                                                                                      | Responsible                                           | Timeframe                                           | Evaluation                                                                                                                      |
|                                                                                                                                                                                |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
|                                                                                                                                                                                |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| Subgoal on Health (if desired)                                                                                                                                                 | What will the measure solve?                                                                             | Measure / Action                                                                                                      | Responsible                                           | Timeframe                                           | Evaluation                                                                                                                      |
|                                                                                                                                                                                |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
|                                                                                                                                                                                |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| <b>ARTICLE 12 OF THE CONVENTION ON THE RIGHTS OF THE CHILD: The Right of the Child to be Heard</b><br>Describe how the student has been heard in this case.                    |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| <b>ARTICLE 3 OF THE CONVENTION ON THE RIGHTS OF THE CHILD: Best interest of the child</b><br>Describe how the school has assessed the best interest of the child in this case. |                                                                                                          |                                                                                                                       |                                                       |                                                     |                                                                                                                                 |
| <b>SIGNATURES</b><br>Place and Date                                                                                                                                            |                                                                                                          |                                                                                                                       | Contact Teacher                                       |                                                     |                                                                                                                                 |
| Place and Date                                                                                                                                                                 |                                                                                                          |                                                                                                                       | Signature Principal                                   |                                                     |                                                                                                                                 |

Opplæringsloven gives students and parents the right to report the case to [statsforvalteren](https://statsforvalteren.no) if they feel that the school has not fulfilled its obligation to the Education Act §12.

## Appendix V Checklists for a positive and safe school environment

| Contact Teacher |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Coordinators, including the Special Needs Coordinator when appropriate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ongoing         | <ul style="list-style-type: none"> <li>Pay attention, intervene, report (psycho-social and attendance)</li> <li>Regular class meetings about students' rights and responsibilities</li> <li>Whole school event planning (excursions, assemblies, school camp, class trips)</li> <li>Meetings with parents, as necessary (psychosocial or academic)</li> <li>Update the classroom routines for subs</li> <li>Report on student learning within the PYP and MYP (in line with the Assessment Policy)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Whole school event planning</li> <li>Lead teachers in handling cases and documentation. Ensure documentation for cases is filed and stored (Education Act §12 A Action Plans).</li> <li>Meetings with parents, as necessary (psychosocial or academic)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Fall            | <ul style="list-style-type: none"> <li>Read the School Environment Plan and the Year Wheel</li> <li>Make Essential Agreements with the class (visible in classroom)</li> <li>Establish overview of class routines for subs</li> <li>Instruct the students about: Code of Conduct/The Education Act / Goals for School Environment)</li> <li>With students, discuss bullying / sexual harassment / discrimination and how to address it (<a href="http://www.nullmobbing.no">www.nullmobbing.no</a>)</li> <li>Elect student council representatives and ensure they present their work to the class</li> <li>Ensure students are familiar with Netiquette and Internet Safety Guidelines and User Agreements</li> <li>With students, discuss safe use of social media, and how to monitor their online presence</li> <li>Become familiar with what students are engaged online</li> <li>Raise awareness about abusive behaviors</li> <li>Concerns related to frequent absences must be reported</li> <li>Information Meeting for parents</li> <li>Student School Environment surveys / meetings</li> <li>Review and select questions for Udir Student Survey</li> <li>PYP5-MYP10 Udir Student Surveys</li> </ul> | <ul style="list-style-type: none"> <li>SFO Code of Conduct (SFO Coordinator)</li> <li>Holiday Club Planning (SFO Coordinator)</li> <li>Introduce him/herself and get to know all classes</li> <li>Monitor student absence</li> <li>Ensure all contact teachers call in for an Open House meeting</li> <li>Ensure all contact teachers complete Student School Environment Surveys, followed by Student / Teacher / Parent conferences</li> <li>Analyze and document results from surveys</li> <li>Evaluate the school's work towards the school's goals for the school environment, including meetings with each class.</li> <li>Review expectations / essential agreements within teams</li> <li>Review and select questions for Udir survey with PYP5&amp;6 and MYP team</li> <li>Report on the summarized findings in the school's school environment (surveys)</li> <li>Operation Dagsverk (MYP Coordinator)</li> </ul>                                                                                |
| Spring          | <ul style="list-style-type: none"> <li>Review the Code of Conduct / Internet Safety / Goals for the School Environment / Essential Agreements with students</li> <li>Raise awareness about abusive behaviours</li> <li>Review definitions of bullying / sexual harassment / discrimination</li> <li>Student School Environment surveys / meetings</li> <li>PYP5-MYP10 Udir Student Survey analysis, summarize and identify areas of concern.</li> <li>Evaluate the work related to the psychosocial environment</li> <li>Evaluate the work conducted by the Student Council. Student Council Representative reports back to the Student Council.</li> <li>Student Led Conferences</li> <li>Plan and arrange an end-of-year celebration with the class, agree with the Coordinator</li> <li>Graduation (PYP6 and MYP10)</li> <li>School Starters visit (PYP1 contact teacher)</li> <li>Reflect on Year Wheel and make adjustments</li> </ul>                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Holiday Club Planning (SFO Coordinator)</li> <li>Ensure all classes have evaluated and revisited Essential Agreements</li> <li>Ensure all contact teachers complete Student School Environment Surveys, followed by Student / Teacher / Parent conferences</li> <li>Report on the summarized findings in the school's school environment (surveys)</li> <li>Analyze, summarize and identify areas of concern from Udir survey (MYP).</li> <li>Review expectations / essential agreements within teams</li> <li>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.</li> <li>Plan and agree with the contact teachers on end-of-year celebrations</li> <li>Evaluation of Year Plan. Make adjustments as necessary.</li> <li>School Starters visit (PYP Coordinator)</li> <li>Reflect on Year Wheel and make adjustments</li> </ul> |



|  |                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | meetings, grade level meetings as needed<br><ul style="list-style-type: none"> <li>• Parent meetings as needed</li> <li>• Advise/guide teachers as needed</li> </ul> | and parents.<br><ul style="list-style-type: none"> <li>• Student Support Team Meetings</li> <li>• Individual meetings, group meetings, grade level meetings as needed</li> <li>• Parent meetings as needed</li> <li>• Advise/guide teachers as needed</li> <li>• PYP3: Health themed day with physical therapist, occupational therapist and school nurse</li> <li>• PYP3: Individual height and weight measurements</li> <li>• MYP9: Sex Education</li> <li>• PYP5: Puberty / Health Classes</li> <li>• MYP8: Classroom seminar "UngMest" (physical, mental, sexual health, etc.)</li> <li>• MYP8: Individual height /weight measurements and consultation with all students</li> <li>• Meet individually with PYP1 and parents.</li> </ul> | <ul style="list-style-type: none"> <li>• Assist contact teachers in evaluating / revising Essential Agreements</li> <li>• Evaluate the school's goals for the school environment and provide suggestions for improvement</li> <li>• Student Council Events: community ( Stjørdal Kommune)</li> <li>• Student Council School Events: planning and organization (Spirit Week, etc.)</li> <li>• Present relevant information at assemblies</li> </ul> |
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| The following to be completed by the Facilities Manager |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Fall</b>                                             | <ul style="list-style-type: none"> <li>• Ensure All First Aid Supplies in place including Heart Starters</li> <li>• Ensure School Facilities are ready for staff and students</li> <li>• Fire Safety Training for Staff</li> <li>• Emergency Preparedness Plan training for Staff</li> <li>• Announced Fire Drill</li> <li>• Internal Control of Fire Safety - monthly</li> <li>• Internal Control of Electrical Apparatuses. Report and Action Plan</li> </ul> |
| <b>Spring</b>                                           | <ul style="list-style-type: none"> <li>• Fire Safety Leader training</li> <li>• Vernerunde - Internal Safety Inspection - report and action plan</li> <li>• Finalize Summer Maintenance, Project Planning &amp; Cleaning</li> <li>• Outdoor Play Equipment Inspection</li> <li>• Risk assessment of the physical environment (indoor and outdoor)</li> <li>• Summer Closing</li> </ul>                                                                          |