PSYCHOSOCIAL SCHOOL ENVIRONMENT

PLAN OF ACTION

CF. EDUCATION ACT CHAPTER 9A

«Alle elevar i grunnskolar og videregåande skolar har rett til eit godt fysisk og psykososialt miljø som fremjar helse, trivsel og læring.»
(From Education Act § 9a-1)

«Skolen skal aktivt og systematisk arbeide for å fremje eit godt psykososialt miljø, der den enkelte elev kan oppleve tryggleik og sosialt tilhør……..»
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INTRODUCTION

This plan is has been designed to meet the requirements and framework set in the Education Act and the Private School Act sets with respect to students’ psychosocial environment.

It is a comprehensive master plan for SSBs preventative work and is an extension of the school’s “ZERO-plan”, last approved by the Board on 02/07/11 as well as “The School’s procedures regarding students’ Psychosocial Environment.” It will be referred to the school’s ZERO-plan in the following chapters of this plan.

SSB’s goals:

The goal defined by the school states that the school should “provide a physically and socially safe learning environment”. SSB will achieve this by having procedures that will help promote pupils’ social skills, as well as preventing, detecting and stopping unwanted behaviour as early as possible.

This plan provides an introduction to § 9a-3 and how this paragraph is to be interpreted, as well as the management practices we shall follow according to § 9a-3. The plan includes conceptual clarifications regarding “offensive words or actions.” It describes procedures for prevention work and the detection of offensive words and actions, as well as procedures for dealing with reports of offensive words and action. At the end of the plan are included the following forms, which are intended to be used in the management of cases:

Appendix:

1. Registration form 1 – Violation of § 9a-3
2. Registration form 2 – Violation of § 9a-3
3. Decisions taken in response to student psychosocial environment, Education Act § 9a-3
4. Quality Assurance scheme – Management of § 9a-3
5. Measures implemented only by the Head of School

SSB also seeks to create comprehensive procedures to ensure pupils’ rights in violation of Education Act § 9a-3. Therefore, the school’s school rules are reviewed thoroughly each school year so that it contains clear reactions and sanctions applied against those who carry out “offensive worlds and actions”.

Part of the plan is taken and adapted from DNS Gran Canaria (with permission from the school.)
WHAT DO WE MEAN BY THE PHYSCHOSOCIAL ENVIRONMENT?

§ 9A-3 THE PSYCHOSOCIAL ENVIRONMENT

«Skolen skal aktivt og systematisk arbeide for å fremje eit godt psykososialt miljø, der den enkelte eleven kan oppleve tryggleik og sosialt tilhør. Dersom nokon som er tilsett ved skolen, får kunnskap eller mistanke om at ein elev blir utsett for krenkjande ord eller handlingar som mobbing, diskriminering, vald eller rasisme, skal vedkommande snarast undersøkje saka og varsle skoleleiinga, og dersom det er nødvendig og mogleg, sjølv gripe direkte inn.

Dersom ein elev eller forelder ber om tiltak som vedkjem det psykososiale miljøet, deriblant tiltak mot krenkjande åtferd som mobbing, diskriminering, vald eller rasisme, skal skolen snarast mogleg behandle saka etter reglane om enkeltvedtak i forvaltningslova. Om skolen ikkje innan rimeleg tid har teke stilling til saka, vil det likevel kunne klagast etter føresegnene i forvaltningslova som om det var gjort enkeltvedtak.» (Opplæringsloven kapittel 9A, § 9a-3)

Concept Definitions

The definitions are primarily taken from the educational directorate folder: Students’ School Environment – Chapter 9a of the Education Act, published May 2010.

The psychosocial environment refers to the interpersonal relationships in the school, the social environment and how the students and the staff interact with each other. The psychosocial environment is also about the students’ experience of the learning situation.

By offensive words or behaviour we mean the use of offensive language and/or behaviour. This can be described as bullying, discrimination, racism, violence and exclusion. In addition, we mention sexual harassment.

Bullying or harassment is understood to be psychological and/or physical violence directed at a victim, carried out by an individual or groups. Bullying implies an uneven balance of power between the victim and the bully and the episodes are repeated over time. (Roland og Sørensen Vaaland, in “Zero, SAFs program mot mobbing. Lærerveiledning”, 2003).

 Discrimination means that a person is treated unfairly or harassed, based on gender, age, sexual orientation, disability, beliefs, creed or origin (national or ethnic).

Racism involves someone being discriminated against or harassed, for example because they have a different skin colour or speak a different language.

Violence involves using physical force to harm others.

Exclusion means that someone is almost always excluded from a group or class.

Sexual harassment is defined as unwelcome sexual attention that is offensive to the person in question. (Gender Equality Act)

Every student has an individual right to a good psychosocial environment, and it is the student’s subjective experience which determines whether something is offensive behaviour or not.

If there is a conflict or dispute, a school decision is made in the exercise of public authority and with respect to the rights of obligations of one or more specific people, in this case
students. There are specific procedural requirements when decisions are made cf. chapters IV, V and VI.

Words or actions that are in principle not meant to be offensive, will be nevertheless be interpreted as such. Different age groups and social and cultural groups will have different standards of behaviour. A statement or action that would be acceptable within the group may be offensive or intimidating to students outside it. It can be a challenge to find the balance between humour and offense. The provision applies both to situations where offensive words and actions come from peers and where they come from staff.

The school sees that every individual can interpret abusive words and actions in different ways, which do not necessarily coincide with the above definitions. This is a natural challenge in the interaction of people, which the school actively manages through the agreement of its own definitions, ensuring the individual student’s rights.

The school interprets chapter 9a in that if a student or student’s parents perceive that the student has been exposed to offensive words and actions and wants action to be taken, the school must implement investigations and measures, to be documented in writing.

**A GOOD PSYCHOSOCIAL SCHOOL ENVIRONMENT**

Good routines in all segments are important in order for the students' to have a good psychosocial school environment.

The goal must be an environment which safeguards safety, welfare and learning. This demands routines in order to safeguard good cooperation between student and teacher and between school and home.

1. **Preventative work**

The school considers the work to develop the students' social competencies to be a substantial part of the preventative work. Social competencies are skills, knowledge and attitudes which make it possible to establish and maintain social relations.

**Goal:**
- develop the class/group/school to an inclusive and well-functioning community where everyone feels safe
- adjust for growth and development both socially and professionally and work so that the students will achieve the best possible self-image according to their ability.
- build trust and cooperation between teachers and students and between school and home.

1.1 **THE CLASS AS A “CORE ARENA”**

Form teachers/tutors and subject teachers responsibilities and tools (see Zero – chapters 3.1-3.3

- Define clear and predictable frames, borders and tolerance margins for acceptable social behaviour and necessary working environment in the class.
- Be consistent in implementing such limits
• There will be “zero tolerance” towards unacceptable behaviour.
• Create transparency in relation to issues such as: Where is the line between “gossip” and taking responsibility for speaking out about bullying and putting matters straight as a fellow student.
• Create the necessary assurance so that the victim of bullying and “the others” know what happens when they speak out and understand that it’s safe and appropriate.
• As a class leader have the authority to take the necessary decisions. Combine authority with care for the students.
• Provide social support for each student. Be aware, see and take care of each student. This establishes bonds and creates good relationships between teacher and student.
• Each and every student will experience positive interest and praise for good standards.
• In primary school the teacher decides what the best place is for the student in the classroom.
• Be friendly and considerate adult models who, in conduct and manner, show that what one says and does goes together (Consistency)
• Address yourself to individual students when something isn’t good enough, not just to the group.
• Set requirements for good order in the classroom
• Be well-prepared for lessons.
• Come in good time to lessons and start on time
• Clear guidelines for work in the lessons, so that work routines are predictable for the students.
• End lessons in a calm and orderly fashion.
• Include all the teachers of the class – information about the class and individual students is taken up at team meetings where all teachers are present.
• Discussions with the students in class council, class meetings and groups about teasing, bullying, often based on a film/video and literature.

Classroom rules

It is important that classes 1-7 draw up classroom rules every autumn, when the school rules are reflected in the form of; respect and responsibility. These rules should be in such a way that the school’s, classes’, teachers’ and the individual students’ interests are balanced as well as possible. It can be positive to present/discuss the classroom rules at the first parents’ evening in the autumn. Classes 8-VG3 discuss and interpret the School Rules during tutor time.

Student talks

Student talks are a good tool for taking up personal questions. They can establish connections and create good relationships between student and teacher. Student talks are a good arena for guidance, both professional and social.

Teamwork around the class

During Period 1 at the school start; develop an open and constructive teamwork around the class. Different teachers have different definitions and needs of what a good working atmosphere involves. The team (all of the classes’ teachers) must be able to establish a set of fundamental rules which EVERYONE is willing to implement consistently. In order to
implement this, it is important that all teachers participate in cooperation meetings about the class/team.

**Learning Cycle forms**
These forms are used throughout the year in order to indicate how the individual students experience the school and reflect well-being and professional challenges. These forms are also used as foundations for both development talks and also student talks between teacher and student.

**Create a safe environment between students in order to improve communication, conflict understanding and conflict negotiation.**
Include social and play-oriented activities in the class, as well as role play. The aim is that the students will gain valuable social skills and contribute so that small conflicts between students will be resolved quickly and unresolved conflicts do not build up and develop into bullying/acts of violence.

### 1.2 A Good School Start (Zero chapters 3.6 and 3.7)

The school start should be predictable, safe and a positive experience for all students. The start-up every autumn is especially important here because we have a school where many new students in each class. The school must strive for maximum safety between students and pay particular attention to the formation of cliques and isolated students. Period 1 in the autumn must be allocated to tasks which require interaction. All teachers in the class must plan for the work and allocate tasks.

First graders who come from Pre-School should have participated in the transfer programme which is safeguarded by cooperation plans between the school and Pre-School (see ZERO chapter 3.6). The school also emphasises the transitional phases between classes 3-4 and classes 7-8, through various tasks.

It is important that parents participate in the start-up phase with activities for the students in their free time. The form teachers are responsible for this.

The Parents’ Association (PA) has prepared a “welcome package” for new families where established families act as mentors for new ones.

From class 4, students participate in a school trip with an overnight stay right after the school start. This framework is specially designed to bond student groups, work with and observe the social environment.

### 1.3 PROTECTING OUTSIDE AREAS, CANTEEN AND CHANGING ROOMS (Zero ch. 1.2 and 3.8)

There will always be teachers out during break times. Deputy Head teachers are responsible for setting up their own inspection form at the school start where areas of supervision are listed. The teachers must pay particular focus to the end of breaks and going back to the classroom.

Primary school students must always be under the supervision of teachers, both inside and outside during breaks. Upper Secondary students can stay inside. The heads of years, together with tutors, have the responsibility of addressing unwanted behaviour and following it up.

Changing rooms.
It is important that Physical Education teachers supervise primary school children in the changing room. This is an area where problems often arise. There are rules for behaviour in the gymnasium/changing room which are drawn-up with students. PE teachers have responsibility for the supervision and making sure that the rules are being implemented and followed. They will not go to their changing room before the class is finished in their changing room. The school management, through Deputy Head teachers, are responsible for ensuring that this works.

Teachers who have lunch duty supervise the students while they eat and must wait in the canteen until the students are finished.

“Friendship Supporters” (FS)
Students from classes 3-VG3 take part in these groups and are elected every year by the Student Healthcare team. These groups have a special task to be “buddies” in break times and situations where the school staff does not always have access. FS-members wear their own vests outside so that there are easily visible to others.

1.4 ACADEMIC STAFF UPDATE

Every year before the start of school, on one of the planning days, the plan of action is reviewed by the whole staff, including office, library and maintenance.

The school has 5 planning days during the school year. The school allocates one “in-service day” for work with the students’ psychosocial environment.

1.5 SCHOOL-HOME COOPERATION (Zero kap. 1.3 og 3.5)

Development talks
The school has regular development talks with the parents in autumn and spring, but if necessary, more talks are arranged. Parents, teachers or students can take the initiative for these extra talks. Welfare/offensive behaviour is addressed in a meeting with the parent/guardian where the student’s Learning Cycle form forms the basis of conversation. It is important to make clear that the school’s goal is for the student to thrive.

Class Parent Meeting
The school has two regular parents’ meetings in connection with the school start. Besides more general information, the meeting must also be used to discuss relevant topics on student life. Classroom environment, well-being and offensive behaviour are relevant topics. Class contacts can also take the initiative for parent meetings. The teacher should plan the meetings together with the class contacts.

The Parents’ Association (PA) is involved with the work by taking the initiative to have an annual meeting on the students’ psychosocial environment.

1.6 INFORMATION AND THE IMPLEMENTATION OF PLAN OF ACTION

The plan of action is binding. Together with the school’s School Rules, it will be routinely reviewed in this way:

- For students in the student council, early in the school year. Responsible: Tutor for student council.
- For teachers and other staff, at school start. Responsible: Head of School
- For each team, early in the school year. Responsible: Team leaders through deputy heads. (Each year looks at what can be addressed and dealt with)
- At parent meetings in autumn, with a follow-up in spring. Responsible: Form teachers/tutors.
- For the Parents' Association (PA). Responsible: Head of School
- For “Friendship Supporters (FS). Responsible: Psychologist/nurse

In Period 1, it is also necessary to implement the school’s common definitions of “offensive words or behaviour” for all students. This is done via form teachers/tutors.

*Responsible: The school management has overall responsibility for ensuring that this is carried out.

1.7  **ANNUAL CYCLE OF REGULAR ACTIVITIES (Zero ch. 4.3)**

The school has development an annual cycle of regular activities throughout the school year as part of efforts to prevent and discover “offensive words or behaviour”. This annual cycle also includes Student Care routines; comprising of the Head of School, deputy heads, the school psychologist and nurse.

**August**
- **The school’s plan of action regarding the students’ psychosocial environment – information is given to students, parents/guardians and staff at the school**
  Responsible: Head of school
- **Focus on the classroom environment in relation to the plan of action’s section on preventative work.**
  Review of the schools’ School Rules.
  Responsible: Form teachers/tutors
- **The Student Care Team go over students who are recorded to have special needs**

**August-June**
- **Weekly meetings in the Student Care Team. Every student admitted is documented.**
- **Health checks for selected student groups**
  Responsible: School nurse

**September**
- **Update and implement changes in the plan of action in light of feedback on student surveys (psychosocial environment) from the previous school year**
  Responsible: Head of school
- **Friendship Supporters are chosen and presented.**
  Responsible: School psychologist
- **Student council representatives are chosen in class meetings**
  Responsible: Deputy Heads
- **IOPs are created for individual students. They are reviewed and updated after each period.**
Responsible for making sure the plans are created: Deputy Heads

- School trips with an overnight stay for all students from classes 4 and up.

**October**
- Student talks and development talks
  Responsible: Form teachers/tutors

**December**
- Team activities including all the students at the school (Christmas Workshop, etc.)
  Responsible: Teams

**January**
- Collective start-up for the spring term with a focus on new students
  Responsible: Form teachers/tutors

**February/March/April**
- Student surveys
  Responsible: Student Care Team
- The students from the surveys are present according to the school’s plan of action
- Parent meetings, student talks and development talks
  Responsible: Form teachers/tutors

**April**
- The school’s “user surveys” are conducted for students, parents/guardians and teachers
  Responsible: Head of school and Deputy Heads

**May/June**
- Sports Day, Activity Day or outings for all students.
  Responsible: Form teacher/tutors
- Evaluate students surveys (psychosocial environment) in the school community (FS groups, student council, form teachers/tutors, Deputy Heads, Parents’ Association, Student Care Team and the Head of school)
  Responsible: Head of school

**June/August**
- Revise the school’s Plan of Action (psychosocial environment)
  A simplified version of the Plan of Action is put on SchoolSoft (LMS) before the start of the new school year and the parents/guardians sign that they have received the information
  Responsible: Head of school and the Student Care Team
2. Discovering offensive words or actions

Goal: That offensive words or actions that take place at school are discovered

2.1 STUDENT AND WELL-BEING SURVEY (Zero ch. 1.1)

The school conducts an annual survey aimed specifically at the students’ psychosocial environment. In addition, the Norwegian Student Survey is obligatory for all Norwegian students.

The survey is carried out in February/March. The school’s Student Care Team is responsible for organising and compiling the results, while the form teachers and tutors carry it out. The youngest students do it manually with their form teacher, who goes through the questions orally, while classes 4-G3 do it electronically.

The results of the survey are to be notified and discussed in the following forums:
- The board: this is set in March in connection with the Board’s Annual Cycle.
- Student council, via contact teachers for the student council.
- “Friendship Supporters (FS) via the school psychologist/nurse
- Parents’ Association (PA) via Head of School
- Teachers in team meetings, via Deputy Heads

Any suggestions for actions and changes based on the results are to be presented in groups and collected via the Student Care Team. Any changes are implemented as from the new school year.

SSB will revise the model for the school’s own student survey which will be adopted in March 2013. The Norwegian students will complete the Student Survey (by Udir) for all classes from class 5.

2.2 DUTY AND SUPERVISION (Zero ch. 1.2 and 3.8)

Teachers who have duty will:
- be outside promptly when it rings
- wear yellow vests
- follow rules which apply to outside supervision
- keep a watchful eye on what is going on; look for:
  - who is alone
  - who is upset
  - who is hiding
  - students who are constantly arguing
  - what sort of game is going on
- care about the students and take them seriously
- report worrisome incidents to form teachers/tutors
- chase up any missing staff on duty; remember to take telephone out
- when changing duty, check that you are replaced
- split the area following the existing rules

2.3 SCHOOL-HOME COMMUNICATION
Well-being/offensive behaviour is to be addressed at all development talks with parents/guardians. The school’s learning management system (SchoolSoft) is also a permanent communication channel between home and school and can also be used to inform about incidents that happened at school.

2.4 STUDENT-TEACHER COMMUNICATION

- Learning Cycle Forms together with student talks
- Well-being/offensive behaviour is to be taken up in student talks with the form teacher (and any subject teachers)
- Swift, direct contact in break time
- Students are encouraged to report unwanted behaviour to an adult
- Class council, common discussions or in smaller groups
- Student council or other mixed-age groups.
- Taken up at “Friendship Supporters” (FS) meetings which are held monthly, under the direction of the school psychologist/nurse.
- Direct questions in class situations and in student talks with feedback of the names of the students who feel aggrieved.

3. Handling reports of offensive words or actions

3.1 DUTY TO INVESTIGATE

Opplæringsloven § 9a–3 siste ledd

“Dersom ein elev eller forelder ber om tiltak som vedkjem det psykososiale miljøet, deriblant tiltak mot krenkjande åtferd som mobbing, diskriminering, vald eller rasisme, skal skolen snarast mogleg behandle saka etter reglane om enkeltvedtak i forvaltningslova. Om skolen ikkje innan rimeleg tid har teke stilling til saka, vil det likevel kunne klagast etter føresegnene i forvaltningslova som om det var gjort enkeltvedtak.”

The duty to investigate the case means that the course of events, possibly the extent of the problem, must be explained to the greatest extent possible. It is particularly important to clear up possible misunderstandings. A statement that is interpreted as offensive could have been intended to be humorous. Staff must then seek to explain this to the victim, whilst the instigator of the comment is notified if the person concerned has gone over the line.

For the benefit of the students’ legal rights, the goal is that light is shed on as many situations as possible. Emphasis must be placed on the individual right to feel offended, at the same time the students must learn to tolerate adversity and deal with difficult situations.

In cases of suspected offensive words or actions, the school will investigate this by informing affected staff members, observations documented and discussions with the victim are undertaken. There will be a follow-up with the student within a week and parents will be informed about discussions and any eventual measure which was implemented.

Responsible: Form teacher/tutor (Zero ch. 1.4)

3.2 PROCEDURES WHEN NOTIFIED OF OFFENSIVE WORDS OR ACTIONS

(Zero ch. 2)

The school’s procedures upon discovery of offensive words or actions:
1. The adult who **discovers** it acts immediately and reports the incident in writing to the deputy head, with a copy to the head, using the form “Documentation of suspicion of Bullying” (on SharePoint)

2. **Form teacher/tutor** is informed and begins to work with gathering information. Measures from Zero Plan (chapter 2) are also implemented.

3. The **Student Care Team is contacted**. If the form teacher/tutor is needed or the acts don’t stop, the Student Care Team is contacted. A meeting on the issue is held and further measures are implemented.

   The points in the school’s plan are followed – the head of school and deputy heads for the grades are responsible.

**Continuity and proceedings**

The school’s principle is that the problem is solved at the lowest possible level – called “the three step model” – below is the school’s overview of responsibility regarding “offensive words or actions”.

**PROCEDURES WHEN NOTIFIED OF OFFENSIVE WORDS OR ACTIONS (ZERO ch. 2):**

1. The school will ensure the information is correct though observations and discussions.
   **Responsible:** form teacher/tutor

2. Discussion with the victim and follow-up meeting
   - The meeting will take place immediately
   - The student should be encouraged to give their version of events
   - A new appointment is scheduled within a week
   - The student is informed on what will happen next and the **head is informed**.
   - The follow-up meeting takes place a week after the first meeting
   - It is important that the adult continually supports the student.
   - It’s normal that 2-3 meetings take place before the bully is contacted.
   **Responsible:** form teacher/tutor/deputy head

3. The parents will be contacted the same day the first meeting with the student took place.
   - They will be informed of the severity of the situation and what will happen next
   - The school will receive acceptance for further measures
   - An appointment will be made for following-up and cooperation
   - In the case of a conflict of interest, a new meeting is scheduled and not only the form teacher can take part in the meeting (eg. Student Care Team)
   **Responsible:** form teacher/tutor

4. Private meeting with the bully
   - The bully will have the opportunity to comment on the case, but whether “offensive words or actions” have taken place is not to be discussed
   - The adult will express that this is unwanted behaviour and that it is not to take place at school.
   - The bully is invited to make suggestions to resolve the issue and what they can contribute themselves to ending the problem
   - The bully will be informed that the adults in the school will monitor the situation carefully in future and that the **head has been informed**.
   - If more than one person is involved, discussions are had one by one, without the students meeting each other between discussions
   **Responsible:** form teacher/tutor

5. Group discussions if more than one person has been involved
   - Can be considered after all individual meetings are held
   **Responsible:** form teacher/tutor
6. Parents/guardians of the bully are informed
   - Parents/guardians are normally contacted the same day as the first meeting with the student took place.
   - Make the situation clear and avoid discussing whether the problem exists
   - Inform how the school will work henceforth and emphasise the parents’ importance in the ensuing work
   - Offer help to stop the bullying
   - Agree on forms of cooperation and follow-ups.
   - In special cases the school can, after consideration, proceed without the participation of the parents/guardians
   - If several students are involved in the act of bullying, the school may, with the agreement of the parents/guardians, have a meeting with all of the parents/guardians involved. If there are any objections, then private meetings will be held.

   **Responsible:** form teacher/tutor/deputy head

7. Follow-up meetings with the bully/bullies if necessary in order to find a solution
   - The student will refrain from bullying – this is binding
   - Give positive feedback on any positive behavioural changes
   - Help the student to change their behaviour if they find themselves in similar situations in the future
   - Inform them of follow-ups and any eventual times for a new meeting
   - If the unwanted behaviour continuous, inform the student of further consequences

   **Responsible:** form teacher/tutor

8. Possible consequences if the bullying doesn’t stop:
   - The bully will be accompanied by an adult during break times
   - The bully must remain indoors during break times
   - The bully must change group for a set amount of time
   - Adopted measures will be taken up in class
   - The bully will meet the victim’s parents together with the form teacher/tutor
   - The bully will meet the victim’s parents together with his/her own parents and the form teacher/tutor
   - If none of these measures improve the situation, the school will consider a change of school for the bully.

   **Responsible:** form teacher/tutor/deputy head together with the head of school

3.3. **EVALUATION OF RESULTS AND MEASURES (Zero ch. 2.4)**

In order to ensure that the measure put in place is effective; the form teacher/tutor will observe and have follow-up meetings with the victim. The follow-up meetings will be after 1 month and after 3 months. If the procedure described above has not been effective, there will either be a new round of mediation/discussions or sanctions will be imposed, or other measures deemed appropriate. If sanctions applied as a first measure, one must consider other sanctions or measures.

A part of the evaluation must also affect the actual system; weaknesses must be addressed. After completing the case the Student Care Team, with the head of school, must discuss the various procedures with the purpose of preventing bullying in the future.

**Responsible for the evaluation/follow-up:** Head of school

3.4 **EDUCATION AND PSYCHOLOGICAL SERVICES (PPT)**

Concerning the psychosocial school environment, the school’s education and psychological services (PPT abroad) is used as an expert authority if, after further investigation of the
reports of offensive words and/or actions, there is disagreement between the school and the student and the parents about the severity or measures.

Education Act § 5-6 instructs the PPT to “help the school in dealing with skills development and organisational development in order to adjust learning for pupils with special needs. The Education Act gives the PPT an active role in relation to the educational work in schools, and the PPT should have particular expertise in the psychosocial learning environment.

3.5 DOCUMENTING IN WRITING

It is important to emphasise that investigations, discussions and agreements/decisions must be documented in writing. It must be recorded in minutes and/or logged in the work with each individual case. All documents and minutes are to be exempt from public disclosure cf. Freedom of Information Act § 5a. The documents stored in the student’s file and the storage of student information must be in accordance with “Law dealing with personal information” (privacy law)

3.6 HANDLING BY FOLLOWING THE PUBLIC ADMINISTRATION ACT

Requests from student, parent or teacher to initiate investigations or implement measures must be treated by law under the rules of an individual in the Public Administration Act. This means that the school is responsible for:
- The matter being brought to light as well as possible before a decision is made (Public Administration Act § 17)
- The decision being documented in writing unless of a practical reason that would be particularly burdensome
- The person or persons appealing being notified of the decision (Public Administration Act § 27)
- The decision being justified, if there is reason to believe that no one will be dissatisfied with the decision (Public Administration Act § 24)

It is important that the school provides adequate information and guidance to parents who need it, so that there is enough light shed on the matter.
In accordance with the Public Administration Act § 11a, for matters which an individual decision is applicable, a provisional response is given if the request cannot be answered within one month after it is received.
It must be emphasised to parents that the appealing of the investigation and measures must be in writing. It is nevertheless important to point out that oral messages from students and parents must be taken seriously and treated according to the guidelines above.

3.7 REGARDING THE RIGHT TO APPEAL

When the school has handled the appeal, the school’s decision to implement measures is regarded as an individual decision. If students or parents believe that the measures are not sufficient, they can appeal the decision to the County Governor in Oslo and Akershus. If the appeal is not followed up by the school at all, one can also appeal to the County Governor.

How to appeal in practice?
The appeal should always be delivered to the body that has or should have settled the matter in the first instance, i.e. the school administration. The County Governor of Oslo and Akershus is the court of appeal, but before the county administrator hears the matter, the school must consider the matter one more time, this time via the head of school to the Board.

Renewed consideration by the school
When the school has received the complaint, it will be considered whether the appeal should be upheld in consultation with PPT abroad. If the appeal is not upheld, it is sent to the court of appeal, which is the County Governor in Oslo and Akershus.

### 3.8 REACTIONS AND SANCTIONS

When a decision on measures is to be taken, it is important that responses directed against those who have engaged in offensive words or actions are in line with the school's rules and regulations. The school is not allowed to approve sanctions that are not in line with the school’s own rules and regulations. Students and parents should also be informed annually of the school’s rules and regulations and responses to violations. It is important to obtain signatures from students and parents that they are aware of the school rules and reactions to violations thereof.

### 3.9 MEASURES ONLY THE HEAD OF SCHOOL IMPLEMENTS

<table>
<thead>
<tr>
<th>Measure</th>
<th>Responsible</th>
<th>time limit/commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inform the school board. Make an individual decision.</td>
<td>Head of school</td>
<td>Severity assessed</td>
</tr>
<tr>
<td>2. Contact the police and report the case.</td>
<td>Head of school</td>
<td>After evaluation</td>
</tr>
<tr>
<td>3. Make an individual decision on sanctions cf. school rules.</td>
<td>Head of school</td>
<td>After evaluation</td>
</tr>
<tr>
<td>4. Inform school staff.</td>
<td>Head of school</td>
<td>After evaluation</td>
</tr>
<tr>
<td>5. When necessary, brief the students.</td>
<td>Head of school</td>
<td>After evaluation</td>
</tr>
<tr>
<td>6. Respond to media inquiries.</td>
<td>Head of school</td>
<td>Upon request and after evaluation</td>
</tr>
</tbody>
</table>

### 3.10 REPORTING

<table>
<thead>
<tr>
<th>Measure</th>
<th>Responsible</th>
<th>time limit/commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Present the report on the number of deviations/violations of the Education Act ch. 9a to the school's “Control Group”</td>
<td>Head of school</td>
<td>Towards the end of the school year, May meeting</td>
</tr>
<tr>
<td>2. Head of school submits the complaint report to the Board</td>
<td>Head of school</td>
<td>The complaints</td>
</tr>
<tr>
<td>3. Forward the complaint to the Country Governor</td>
<td>Head of school</td>
<td>The complaints</td>
</tr>
</tbody>
</table>
REGISTRATION FORM 1 – VIOLATION OF § 9A-3

Date: _____________________

Student who has been exposed to offensive words or actions, cf. §9a-3

Name: __________________________ Class/Group: ____________

Offense observed by: __________________________

Notification of offence reported by: __________________________

Notification of offence received by: __________________________

What happened? Describe:

__________________  __________________  __________________

Declarer’s signature  Form teacher/tutor’s signature  Head of school’s signature

Copy: Form teacher  □
Parents/Guardians  □
REGISTRATION FORM 2 – VIOLATION OF § 9A-3

Date:___________________

Student who has carried out offensive words or actions, cf. §9a-3

Name:__________________________________ Class/Group:_____________

Offense observed by:_______________________________________________

Notification of offence reported by:____________________________________

Notification of offence received by:____________________________________

What happened? Describe:

__________________  ___________________   ___________________

Declarer’s signature  Form teacher/tutor’s signature         Head of school’s signature

Copy: Form teacher ☐
Parents/Guardians  ☐

*Exempt from public disclosure, cf. Freedom of Information Act § 5a*

Waterloo, date

Parents'/Guardians' names and address: