Trondheim International School

School Environment Plan

ThIS Vision

Building Global Citizens
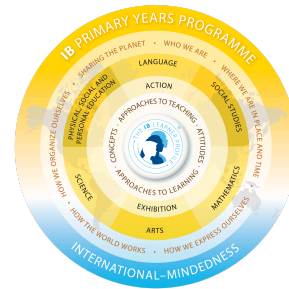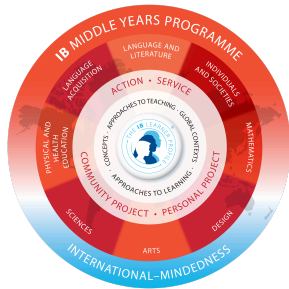
ThIS Mission Statements

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

School Values

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

Respect	Care
We act respectfully by - supporting the teaching and learning - being open-minded and open to different perspectives - using polite and responsible communication	We are responsible for creating a safe learning environment by - showing interest in other's well-being - showing empathy and taking action for others - taking care of the school's and each other's materials
Share	Learn
We collaborate with and include others by - paying attention to and taking care when sharing space - sharing knowledge, skills and ideas - sharing materials and supplies	We come here to - learn lifelong skills - learn from our mistakes - contribute and involve others - broaden our understanding

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 Absence Plan.

Preventative Work

ThIS 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 make informed decisions to improve and contribute to a positive school environment.
- Reflective - We think carefully and positively about our actions, with the goal to learn from our mistakes. We can identify strengths and areas of improvement in ourselves.
- Knowledgeable - We understand the importance of our role as participants in creating a positive school environment.
- 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:

- IB Learner Profile emphasized regularly
- The Code of Conduct is taught and emphasized in every class (Student Friendly Version of the Code of Conduct is provided for lower PYP students)
- 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
- School Environment Conferences (student, parent and teacher) where parents have opportunities to meet with teachers to address both academic, social and emotional well-being
- Student Led Conferences where students celebrate their learning
- 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)
- PC reps appointed each fall
- Parent Committee regular meetings
- Information meetings for parents identifying rights and responsibilities of students
- Regular reporting
- Contact teacher organizes peer supports when new students arrive
- Student Support Team - regular meetings with Special Needs Coordinator, Social pedagogue, School nurse, HoS and Deputy HoS
- Students' well-being is regularly addressed in staff meetings
- Appropriate number of 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

Actions focused on the physical environment (Education Act § 9A-7):
- Continuous improvement of the outdoor and indoor areas that ensure opportunities for social and physical activities, positive interaction and inclusion.
- Ensuring that the furniture in the classrooms is appropriate for the activities in respective classrooms.
- Continual facility maintenance
- Report physical concerns directly to the Head of School

Student Support Network

ThIS has a Student Support Team that is made up of the Head of School, Deputy Head of School, the Special Needs Coordinator, School Nurse and the Social Pedagogue. Staff and parents 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 Trondheim's school health services (see image below). For details related to educational support or frequent absences, see our Inclusion Policy and School Absence Plan.
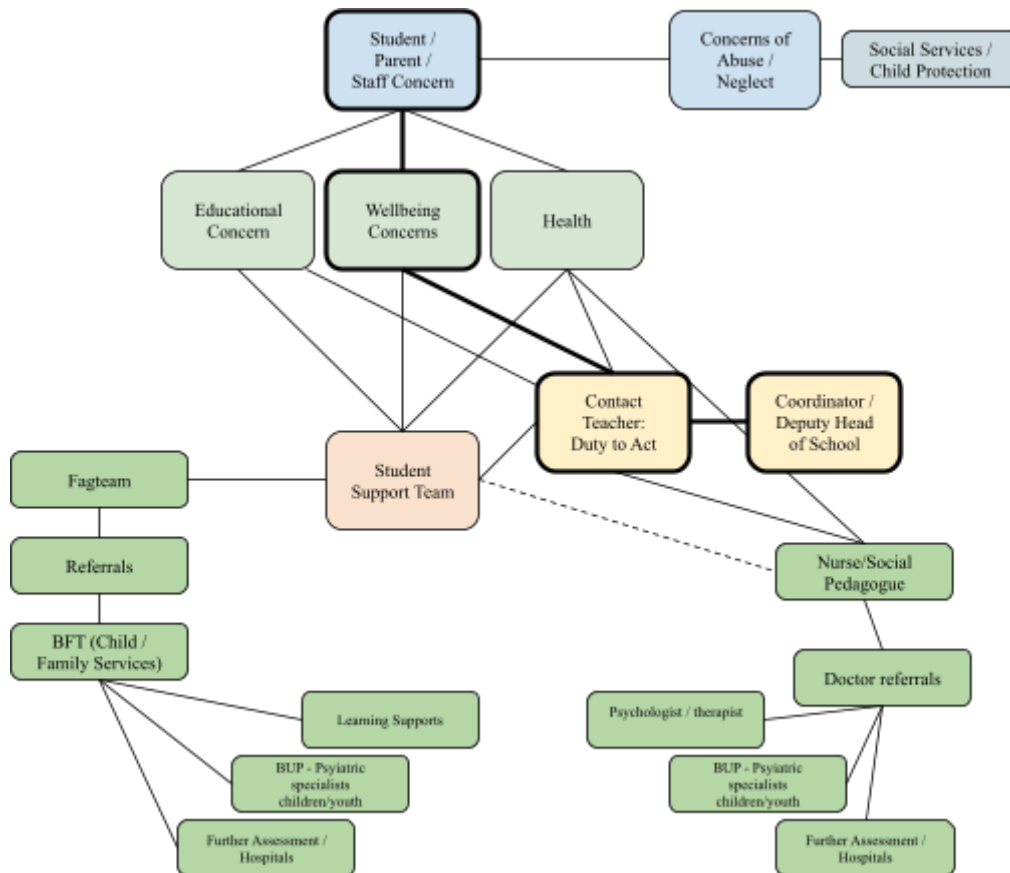
The Duty to Act

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 Head of School/Coordinator if you suspect or are aware of a student who does not have a positive and safe school environment.

5. Take action → 1. Pay attention → 2. Intervene → 3. Report → 4. Investigate

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 students 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
- The use of physical force against students is illegal unless there is a need to defend a student, or oneself in an emergency situation

Report

- Low threshold to report.
- Staff report to their leader (Coordinators, Deputy Head of School or Head of School) of ANY suspicion or knowledge that a student does not have a safe and good school environment. (See Appendix IV, Part I). Reporting is essential.

- The Head of School shall report to the Board about serious incidents between students and between students and staff.

Investigate

- Low threshold to investigate
- The school shall investigate any suspicion or knowledge that a student does not have a safe and good school environment
- The school shall investigate if a student or parent notifies the school
- 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 Head of School 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 Head of School
- If the offender is a member of the school leadership team, the employee shall report to the Chairman of the Board directly
- The Head of School 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
Pay attention	All Staff Contact Teacher	Pay attention: Class Surveys, student surveys, observations, Sociograms, student log, staff meetings - The school must know about vulnerable students/groups of students - Risk areas / Prevention Plan: playtime, transitions	Teacher Files
Intervene	All Staff	Intervene in cases of bullying, violence, discrimination or harassment whenever possible.	Teacher Files
Report Concern →Contact Teacher →Coordinator →Deputy / HoS	All Staff	Report to the Head of School / 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 Coordinator Files

Step by step guidance is provided on [How to write a good Education Act §9A Action Plan](). The table below is a summary that includes tasks, responsibilities, documentation requirements and information storage for the Duty to Act. See Appendix IV for How to Write an Education Act 9 §A

Action Plan and the template.

Task	Responsible	Documentation	Stored
Investigate	Contact Teacher / HoS / Coordinator	Education Act §12 Action Plan sections: Case Description, Student's own experiences of the situation, School's evaluation of the case	Teacher Files
Action Plan	Contact Teacher / HoS / Coordinator	Education Act §12 Action Plan sections: Main Goal and Sub-goals (individual, group, systematic and health levels)	Teacher Files
Implement Actions	Contact Teacher	Minutes / Behavior Log	Teacher Files
Evaluation Consider if other actions should be written in the Action Plan	Coordinator/ Contact Teacher	Education Act §12 Action Plan sections Describe how the student has been heard in the actual case, Describe how the school has evaluated what is best for the student in the actual case	Closed case: Student File, delivered to office Open: Teacher Files
The case may be determined closed after evaluation. If not, the case remains open and a new Education Act §12 Action Plan is written, implemented and evaluated.			

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 Trondheim International School. If at any time, the student or parent/guardian is not satisfied with the school's processing of the case, he/she may contact Statsforvalteren directly. This is completed online, via the Statsforvalteren webpage.

Concerns related to the physical environment should be reported directly to the Head of School. 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 Head of School
- 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.

Statsforvalteren can decide on next steps in accordance with the school's Code of Conduct (§10-7), or if a student shall change schools (§13-2).

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 / Head of School
Ongoing	Regular inspections of the school building and outside area	Routine walks Deviation reports	Facilities Manager
	Regular class meetings in all year levels. Regular meetings about students´ rights and responsibilities.	PYP Class Routines 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 Student Support Team SFO	Leadership, Teachers, Assistants, SFO staff
	Review school routines (example: duties)	Planned meetings	All Staff
	Focus on the Learner Profile	Throughout the school	Staff
	Monitor and follow up student absence	Learning Platforms	Teachers, Admin
	Academic Meetings / Social Meetings as necessary	Individually	Teachers, SFO, Coordinators
	Information about changes in procedures / policies shared with staff / health services	Meetings / meeting minutes	Leadership Team
	Whole School Events (excursions, assemblies) -6th grade School Camp -10th grade Trip	Planned School Events	Staff Contact Teachers
	Student Council Events	Planned Events	Student Council / Student Council Teacher
	Upkeep of school website and other programs used	Update as necessary	ICT Team
	Student Support Team meetings	Regularly, twice a month	Head of School
	Parent Committee (PC) Meetings	Monthly	PC President
	Student Council Meetings	Regularly	Student Council Teacher and Representatives
	World Calendar Celebrations	Throughout the year	Staff
	PYP Unit Summaries	6 per year	Teachers
August / 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 (www.nullmobbing.no)	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 Coordinators
	What is bullying/sexual harassment/discrimination? How to address it?	Class Meetings	Contact Teachers
	Netiquette and Internet safety guidelines	Class Meetings	Contact Teachers
	Student Council Representatives 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: -Review Code of Conduct -Leave of Absence procedures -Psychosocial concern procedures -Netiquette	-Parent Meeting (whole school / class) -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	Head of School / Deputy HoS / Coordinators / School Nurse / SFO
October	Review expectations / essential agreements	Team meetings	Coordinators 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 Trondheim Kommune	Student Council Teacher
December	Udir Student Survey taken PYP5-MYP10	In 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 Meetings between parent, teacher and student	Response to student surveys	Contact Teachers
	MYP Academic Report Cards	Publish on ManageBac	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	DHoS, 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 Leadership Team
	Evaluate the work conducted by the Student Council in classes. Reps report back to the Student Council.	Class Meetings	Student Council Reps / Contact Teachers
End of year	School Starters	Open Day	PYP1 Teacher Coordinator
	Student Led Conferences	Planned School Event	Teachers Coordinators
	Reflect on Year Wheel. Adjustments for next year.	Team learning	All
	MYP camping trip	All students and MYP staff attend camp in the local area together	All MYP teachers and students
	Academic Report Cards MYP	June	Coordinators/ Teachers
	Graduation	Ceremony in the gym	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 Set routines and expectations per class, and program.	Teachers in the hallway Teachers modeling behaviour expectations (stairs) I see there is somebody... (tidying up, helping work independently) say whatever you notice 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 Body language from afar looks suspicious, we go and check in Teachers go check in where we know conflicts often arise. -'signals' after break time - to reflect and problem solve, 9A	How are you doing? What is going on? Where is your friend? Maybe you could.... See teachers on duty, to support Feel they are heard How was your break?
Lunch	Look at what they have in their lunch, check that they have a drink, check if they eat Teachers are going around the room, showing interest in what they have made for lunch Comment concerns in student log about eating habits	Teachers are interested in them and listening Teachers help with opening lunch boxes etc. Teachers ensure the milk is distributed
In class	Lesson expectations/routines Positive reinforcement Observe body language Circulate around the room, check-in Seating arrangements Collaborative work Observe and check screen activity during lesson	Greeting / eye contact Can you share with me what you have worked on? Schedule so students know what to expect from the day/lesson 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 Teachers asking about bedtime and sleep
Direct observations	As needed, in collaboration with subject teachers & SENCo. (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. Answer questions about the trip. Give feedback about behavior.	I reflect over the trip. I know the expectations. I feel safe because I know what to expect. I get time to talk to the teacher about different (out-of-routine) things. 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. Responding to emails from students.	My teacher knows if I report a problem. My teacher lets me know how I am doing and helps me set goals for future learning. My teacher writes messages to my parents and me on the learning platform/emails
To/From	Students can share if anything happened on the way	My teacher supports me if I report a problem.

School	to or from school. 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.	
Conferences	Create a safe environment for students to talk and share.	My teacher is listening. My teacher knows me and wants to understand me.
Map out Red/Green outdoor areas with students	Teacher on duty reminding students of boundaries. Teacher walking boundaries with students at the beginning of school. 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" Morning message, routine Schedule signals	My teacher sees me. My teacher cares about me because they are happy to see me and acknowledge me. How is your morning?
End of Day/ lesson	Finish and reflect on the day & say goodbye. Stand at the classroom door and see them out. Follow them out ensuring they hang their shoes Meet, reflections	My teacher sometimes talks to my mom or dad. My teacher gives me reminders of what to take home which helps me feel organized. Leaving a tidy room
Home-school communication	Communicate to parents if a student is hurt, has broken the code of conduct, and other incidents. Learning platforms Conferences Warning letters Emails	I know my parents and teachers talk about my time at school

Appendix III Duty Guidelines

Morning Duty:
SFO students are allowed to enter the building at any time before school starts.
Teacher 1
- Be outside at 8:10
- Wear a vest
- Monitor and inform behaviour concerns according to routine
- Use the whistle to alert students to line up (earliest 8.20)
- PYP1-6, 7 & 9 meet outside the boot room
- MYP8 & 10 meet by the shelter

PYP and MYP teachers:
- Meet your students on time at 8.25

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

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

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

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

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

Appendix IV How to Write an Education Act §9A 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?
- What is the child's situation when the desired change is achieved?
- What is needed to achieve the goals?
- How should we find out if the measures are moving towards the goal?

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.

The template is found on the following page.

EDUCATION ACT §12 ACTION PLAN
Opplæringsloven §12-4

Student's Name	Grade Level	Date of Birth	Start date

School	Kommune

What is the concern? What was reported? Description of the case.

STUDENT'S OWN PERSPECTIVE OF THE SITUATION
Article 12 of the Convention on the Rights of the Child: The right of the child to be heard. Describe how the student has been heard in this case.

ACTIONS (measures)
Make an overview actions

| Measure / Action
Use research-based actions. Examples can be found at Udir.no | Responsible
Specifically who is responsible | Start date: |
|---|---|---|
| Individual Level | Responsible | Date |
| | | |
| Group Level | Responsible | Date |
| | | |
| Systematic Level | Responsible | Date |
| | | |
| Health (if desired) | Responsible | Date |
| | | |

ARTICLE 3 OF THE CONVENTION ON THE RIGHTS OF THE CHILD: Best interest of the child
Describe how the school has assessed the best interest of the child in this case.

Evaluation - when and how?

Place and Date	Contact Teacher
Place and Date	Signature Head of School

Evaluation Student & Parent

Evaluation School

Summary Statement
The evaluation is:
☐ Plan needs to be changed / has had a negative effect (continue / create new actions)
☐ Plan has improved the situation (Action Plan closed)

Opplæringsloven gives students and parents the right to report the case to statsforvalteren 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	☐ Pay attention, intervene, notify (psycho-social and attendance) ☐ Regular class meetings about students' rights and responsibilities ☐ Whole school event planning (excursions, assemblies, school camp, class trips) ☐ Meetings with parents, as necessary (psychosocial or academic) ☐ Update the classroom routines for subs ☐ Report on student learning within the PYP and MYP (in line with the Assessment Policy)	☐ Whole school event planning ☐ Lead teachers in handling cases and documentation. Ensure documentation for cases is filed and stored (Education Act § 9 A Action Plans). ☐ Meetings with parents, as necessary (psychosocial or academic)
Fall	☐ Read the School Environment Plan and the Year Wheel ☐ Make Essential Agreements with the class (visible in classroom) ☐ Establish overview of class routines for subs ☐ Instruct the students about: Code of Conduct/The Education Act / Goals for School Environment) (collect signatures and deliver to the office) ☐ With students, discuss bullying / sexual harassment / discriminatio and how to address it (www.nullmobbing.no) ☐ Elect student council representatives and ensure they present their work to the class ☐ Ensure students are familiar with Netiquette and Internet Safety Guidelines and User Agreements ☐ With students, discuss safe use of social media, and how to monitor their online presence ☐ Become familiar with what students are engaged in online ☐ Raise awareness about abusive behaviors ☐ Concerns related to Frequent Absences must be reported ☐ Information Meeting for parents ☐ Student School Environment surveys / meetings ☐ Review and select questions for Udir Student Survey ☐ PYP5-MYP10 Udir Student Surveys	☐ SFO Code of Conduct (SFO Coordinator) ☐ Holiday Club Planning (SFO Coordinator) ☐ Introduce him/herself and get to know all classes ☐ Monitor student absence ☐ Ensure all contact teachers call in for an Open House meeting ☐ Ensure all contact teachers complete Student School Environment Surveys, followed by Student / Teacher / Parent conferences ☐ Analyze and document results from surveys ☐ Evaluate the school's work towards the school's goals for the school environment, including meetings with each class. ☐ Review expectations / essential agreements within teams ☐ Review and select questions for Udir survey with PYP5&6 and MYP team ☐ Report on the summarized findings in the school's school environment (surveys) ☐ Operation Dagsverk (MYP Coordinator)
Spring	☐ Review the Code of Conduct / Internet Safety / Goals for the School Environment / Essential Agreements with students ☐ Raise awareness about abusive behaviours ☐ Review definitions of bullying / sexual harassment / discrimination ☐ Student School Environment surveys / meetings ☐ PYP5-MYP10 Udir Student Survey analysis, summarize and identify areas of concern.	☐ Holiday Club Planning (SFO Coordinator) ☐ Ensure all classes have evaluated and revisited Essential Agreements ☐ Ensure all contact teachers complete Student School Environment Surveys, followed by Student / Teacher / Parent conferences ☐ Report on the summarized findings in the school's school environment (surveys) ☐ Analyze, summarize and identify areas of concern from

	☐ Evaluate the work related to the psychosocial environment ☐ Evaluate the work conducted by the Student Council. Student Council Representative reports back to the Student Council. ☐ Student Led Conferences ☐ Plan and arrange an end-of-year celebration with the class, agree with the Coordinator ☐ Graduation (PYP6 and MYP10) ☐ School Starters visit (PYP1 contact teacher) ☐ Reflect on Year Wheel and make adjustments	Udir survey (MYP). ☐ Review expectations / essential agreements within teams ☐ 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. ☐ Plan and agree with the contact teachers on end-of-year celebrations ☐ Evaluation of Year Plan. Make adjustments as necessary. ☐ School Starters visit (PYP Coordinator) ☐ Reflect on Year Wheel and make adjustments

	Deputy / HoS		Leadership
Ongoing	☐ Student Support Team Meetings ☐ Ongoing meetings: Parent Committee, Student Support Team, Board, Student Council (as needed), parents, students, groups, classes, etc. ☐ Ensure all documentation related to School Environment Plan is current, updated and available	Ongoing Routines single cases	☐ Review and revise the School Environment Plan, in line with the Duty to Act and documentation requirements ☐ Ensure *Education Act § 9 A Action Plans* are written when cases are reported, or when the school considers necessary ☐ Ensure actions are evaluated and documented according to the School Environment Plan
Fall	☐ Introduce him/herself and get to know all classes ☐ Ensure all staff are informed of, and know the routines, for the School Environment Plan and the Year Plan for a positive school environment. ☐ Ensure all staff understand the Duty to Act ☐ Present the year's school environment goals to the school community: Staff, PC, Board ☐ Summarize the total amount of incidents / concerns, including all Education Act § 9 A Action Plans throughout the school	Fall Routines for staff Preventative Work	☐ Ensure actions are evaluated and documented according to the School Environment Plan ☐ Review the Year Wheel for a safe and good school environment with all staff ☐ Ensure staff know where to find relevant documentation ☐ Ensure staff are trained on the School Environment procedures ☐ Establish an understanding of what is inappropriate behavior (harassment, bullying, discrimination and abuse) ☐ Ensure staff know how to implement the Duty to Act ☐ Ensure all students are informed of their rights and responsibilities; including where they can find more information and how they report a case for themselves or others
Spring	☐ Evaluate the work towards the school's goals related to the school environment ☐ Analyze the results from the surveys together with the Leadership Team. Present to Student Council, Parent Committee, BoD. ☐ Write the year's tilstandsrapport that summarizes and evaluates the goals for the school environment. Decide if any actions should be discontinued. Identify new goals. ☐ Identify new goals for the school	Spring Goals	☐ Goals for a positive school environment are planned after: ● an analysis of student surveys ● a risk assessment ● an evaluation of deviations related to the physical environment Goals include periodical reviews for evaluation, with appropriate deadlines. Goals identify how the work shall be documented.
		Spring Preventative Work	☐ Ensure the Year Wheel includes preventative work for a safe and positive

	Identify new goals for the school environment together with the Student Council, Parent Committee □ Review the school's Code of Conduct, vision and mission, ensuring documentation is up to date □ Evaluation of Year Plan. Made adjustments as necessary □ Establish next year's Student Council teacher		learning environment. The plans for the school environment shall be treated in both Student Council and the BoD.

	Social Pedagogue	Health Services	Student Council
Fall	□ Introduce him/herself and get to know all classes	□ Introduce him/herself and get to know all classes	□ Establish Student Council □ Hang up posters with the logo from nullmobbing.no throughout the school □ Present Student Council to School □ Present meeting minutes from Student Council meetings to the class
Ongoing	□ Meet with the Student Support Team □ Individual meetings, group meetings, grade level meetings as needed □ Parent meetings as needed □ Advise/guide teachers as needed	□ Vaccinations throughout the year: PYP 2,6,7 and MYP 10. □ Individual contact with new students and parents. □ Student Support Team Meetings □ Individual meetings, group meetings, grade level meetings as needed □ Parent meetings as needed □ Advise/guide teachers as needed □ PYP3: Health themed day with physical therapist, occupational therapist and school nurse □ PYP3: Individual height and weight measurements □ MYP9: Sex Education □ PYP5: Puberty / Health Classes □ MYP8: Classroom seminar "UngMest" (physical, mental, sexual health, etc.) □ MYP8: Individual height /weight measurements and consultation with all students □ Meet individually with PYP1 and parents.	□ Evaluate class's work towards the school's goals for the school environment □ Assist contact teachers in evaluating / revising Essential Agreements □ Evaluate the school's goals for the school environment and provide suggestions for improvement □ Student Council Events: community (Trondheim Kommune) □ Student Council School Events: planning and organization (Spirit Week, etc.) □ Present relevant information at assemblies

The following to be completed by the Facilities Manager

Fall	☐ Ensure All First Aid Supplies in place including Heart Starters ☐ Ensure School Facilities are ready for staff and students ☐ Fire Safety Training for Staff ☐ Emergency Preparedness Plan training for Staff ☐ Announced Fire Drill ☐ Internal Control of Fire Safety - monthly ☐ Internal Control of Electrical Apparatuses. Report and Action Plan
Spring	☐ Fire Safety Leader training ☐ Vernerunde - Internal Safety Inspection - report and action plan ☐ Finalize Summer Maintenance, Project Planning & Cleaning ☐ Outdoor Play Equipment Inspection ☐ Risk assessment of the physical environment (indoor and outdoor) ☐ Summer Closing

Appendix VI Terms and Definitions

Terms	Definitions: There are several definitions for the following definitions. Below are examples related to the context of wellbeing at ThIS.
Psychosocial environment	The psychosocial environment is defined as all elements related to well-being, learning and health in the school environment, everything from air quality to social well-being.
Trondheim International School Code of Conduct	The code of conduct is the school's set of expectations for the students which should be signed by all students and parents at the start of the year. See the Code of Conduct for more information.
Single Rights Decision	The school is obliged to act on the request for intervention(s) by making a Single Rights Decision (Enkeltvedtak) according to the Public Administration Act (Forvaltningsloven).
Intervention	An action taken directly related to a specific issue that has occurred as a response to a parent/student/staff complaint about a student's well-being.
Discrimination	Treating someone differently or poorly based on certain characteristics or differences. It is against Human Rights to treat someone differently based on: Age Race (skin color, facial features), Ethnicity (culture, where they live, how they live, how they dress) Religion (religious beliefs) Gender Sexual orientation (if they are gay, lesbian, bisexual, or heterosexual) Family status (if they are from a single parent family, adopted family, step family, foster family, non-biological gay or lesbian parent family) Marital status (if they are single, legally married, common-law spouse, widowed, or divorced) Physical and mental disability (if they have a mental illness, learning disability, use a wheelchair)
Ostracism/ Exclusion	An intentional and repeated social behavior that diminishes social affirmation and inclusion and/or results in isolation and exclusion of a member of the community.
Sexual Harassment	Inappropriate and unwelcome humiliating (krenkende) interaction of a sexual nature (physical, verbal or online).
Violence	Any behaviour of a destructive nature, physical or verbal, intended to hurt, damage, or kill someone or something. Example: kicking, hitting, spitting, threatening.
Bullying / mobbing	Systematic use of power over a period of time with 1) an intent to harm; 2) a power of imbalance; and 3) repeated acts or threats of aggressive behaviour.
Cyberbullying	Using electronic media to threaten, embarrass, intimidate, or exclude someone, or to damage their reputation (e.g., sending threatening text messages) Harassment - Repeatedly sending offensive, rude, and insulting messages. Denigration - Distributing information about someone else by posting it on a webpage, sending it through email or instant messaging, or posting or sending digitally altered photos of someone without their permission Flaming - Online fighting using electronic messages with angry, vulgar language. Impersonation - Breaking into an email or social networking account and using that person's online identity to send or post vicious or embarrassing material to/about others. Outing and Trickery - Sharing someone's secrets or embarrassing information, or tricking someone into revealing secrets or embarrassing information and forwarding it to others. Cyber Stalking - Repeatedly sending messages that include threats of harm or are highly intimidating, or engaging in other online activities that make a person afraid for his or her safety (depending on the content of the message, it may be illegal).