THIS: Trondheim International School

School Environment Plan

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THIS Vision & Mission Statements

Explore Collaborate Empower

- We **explore** through inquiry based learning
- We **collaborate** across languages and cultures
- We **empower** action in our local and global communities

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. 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 supported with 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:

- 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
- Conferences (student, parent and teacher) where parents have opportunities to meet with teachers to address both academic, social and emotional well-being
- Regular team sessions: check in/report/follow-up/make appointments
- Assemblies
- Community building activities/events across year levels
- 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
- Student Support Team - regular meetings with Special Needs Coordinator, Social pedagogue, School nurse, 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

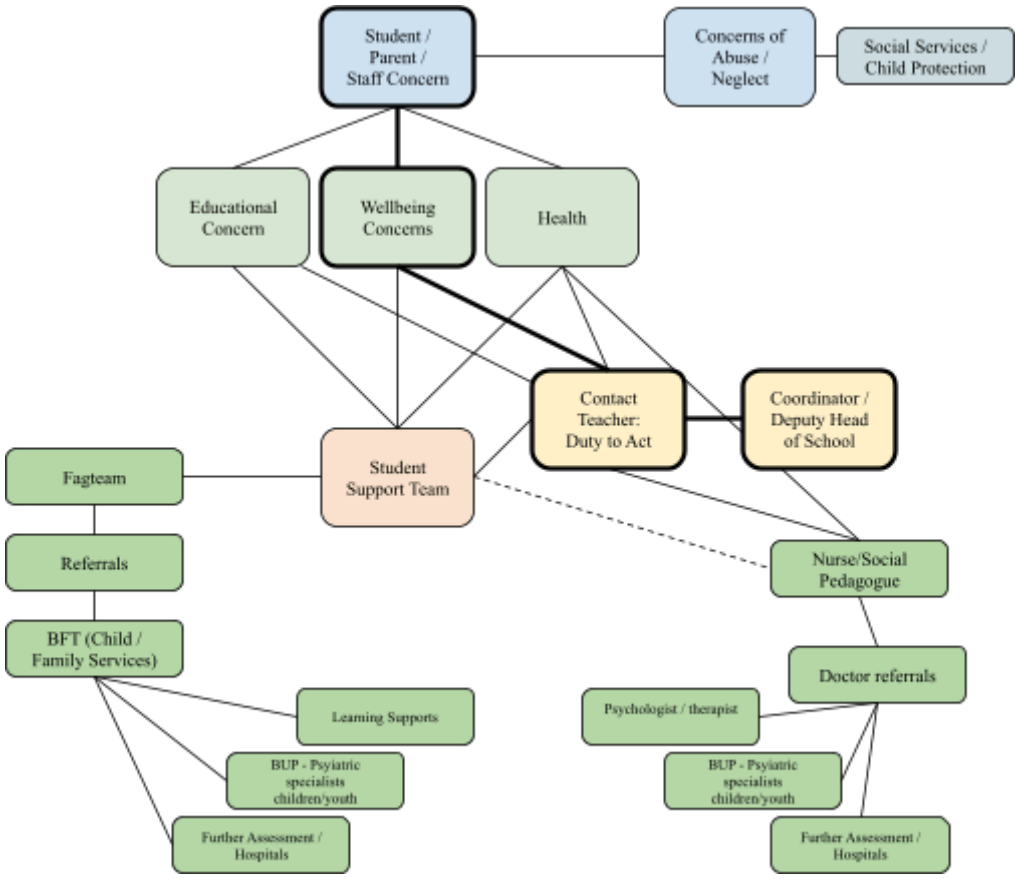
- Professional Development
- Regular meetings between the school and the School Health Services team

Actions focused on the physical environment (Education Act § 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 deviation log.

Student Support Network

THIS has a Student Support Team that is made up of the 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.

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
- Staff members can intervene physically in order to prevent harm (§13-4 The Education Act). School staff, homework help and after-school staff may, when other measures are not sufficient, intervene physically against pupils to prevent a pupil from:
    - physically or psychologically harming a person or exposing themselves to physical danger
    - damaging property
    - displaying behaviour that is highly degrading to the pupil himself
    - significantly disrupting the education of other pupils

Report

- Low threshold to report

- Staff report to their leader (Coordinators 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 →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 §12-4 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.

§12-4 Action Plan Guide

Task	Responsible	Documentation	Stored
Investigate	Contact Teacher / HoS / Coordinator	Education Act §12 Action Plan sections: Case Description	Teacher Files
Action Plan	Contact Teacher / HoS / Coordinator	Education Act §12 Action Plan section: Actions (measures)	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 (paper copy) 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	Responsible
Before school starts	With staff: review laws, regulations, and school policies related to the school environment.	Leadership / Head of School
Ongoing	☐ Pay attention, intervene, report (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 (in line with the Assessment Policy)	Contact Teachers / Subject Teachers
	☐ Whole school event planning ☐ Monitor student attendance ☐ Support in handling §12-4 cases and documentation. ☐ Meetings with parents, as necessary ☐ Holiday Club Planning (SFO) ☐ Ongoing meetings: SST, Parent Committee, BoD, Student council (HoS) ☐ Ensure documentation related to School Environment Plan is current, updated and available (HoS) ☐ Ensure Education Act §12-4 Action Plans are written, evaluated and documented (HoS)	Leadership
	☐ Meet with the Student Support Team ☐ Individual meetings, group meetings, grade level meetings as needed ☐ Parent meetings as needed ☐ Advise/guide teachers as needed	Social Pedagogue
	☐ 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 ☐ Present relevant information at assemblies	Student Council
Fall	☐ Make Essential Agreements with the class (visible in classroom) ☐ Explain The Code of Conduct ☐ Elect student council representatives ☐ Ensure students are familiar with Netiquette and Internet Safety Guidelines and User Agreements ☐ Raise awareness about abusive behaviors ☐ Back to School Night for parents ☐ Student School Environment surveys ☐ PYP5-MYP10 Udir Student Surveys	Contact Teachers / Subject Teachers
	☐ SFO Code of Conduct ☐ Review and select questions for UDIR survey (PY5-MYP10)	Leadership

	☐ Ensure fire safety and emergency safety training for all staff ☐ Ensure First Aid supplies are in place, including Heart Starters ☐ Fire Drills ☐ Internal Control of Fire Safety and Electrical Apparatuses.	Facilities Manager
Spring	☐ Review the Code of Conduct / Internet Safety / Goals for the School Environment / Essential Agreements with students ☐ Student School Environment surveys ☐ PYP5-MYP10 Udir Student Survey analysis, summarize and identify areas of concern. ☐ Evaluate the work conducted by the Student Council. ☐ Graduation (PYP6 and MYP10) ☐ School Starters visit (PYP1 contact teacher) ☐ Reflect on Year Wheel and make adjustments	Contact Teachers / Subject Teachers
	☐ School Starters visit ☐ Review Year Wheel ☐ Report on analysis of results from UDIR survey (BoD, Student Council, Parent Committee) (HoS)	Leadership
	☐ Vernerunde - Internal Safety Inspection ☐ Finalize summer maintenance, project planning & clearing ☐ Outdoor Play equipment inspection ☐ Risk-assessment of the physical environment (indoor and outdoor) ☐ Summer closing	Facilities Manager
	☐ Vaccinations throughout the year: PYP 2,6,7 and 10. ☐ Health Services Plan in Trondheim Kommume: Meet 1st grade families, Health Day, height and weight measurements, Sex Education, Puberty, “UngMest” ☐ Individual contact with new students and parents. ☐ Student Support Team Meetings ☐ Individual, group meetings, grade level, parent meetings, as needed	Health Services

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	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 Routine
SFO students are allowed to enter the building at any time before 8.15.
PYP: line up by Boot Room. Teacher opens the door at 8.20.
MYP: can enter the building from 8:15.

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
- Monitor transition as students go on break
- Report dietary concerns to parents
- Ensure hygiene/cleaning routines are followed up

PYP Playground Duty:

- Be punctual, wear a vest and carry a 1st Aid backpack
- Monitor, inform and follow-up behaviour concerns according to routine
- Know the PYP playground boundaries (both inside and outside the fence). See map
- Year 1 to wear vests
- Engage with students
- Use the whistle (Students should be lined up and ready for collection).
- PYP5&6 can enter when the whistle is blown
- PYP1-4 line up. Send in students 2 classes at at time

MYP ONLY:
Outside

- Be punctual, wear a vest and carry a 1st Aid backpack
- Monitor, inform and follow-up behaviour concerns according to routine
- Teachers blow the whistle so that students have time to enter the school 5 minutes before lessons start.

Lunch Duty

- First 20 min is supervised lunch in the classrooms (9th and 10th grade may leave)
- Second 20 minutes all students are sent outside; it is the person on inside lunch duty who is responsible for getting them out
- 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 each student cleans their area and recycles appropriately
- Students may not hang out in the corridors
- Ensure cleaning duty is followed up
- Phones should not be seen at lunch; please discourage the phone as a means to purchase food and repeat offenders should be brought up in team meeting.
- No computers during lunch break

Short Break

- Classroom teacher before the break sends all students out
- Support and monitor student movement in the corridor outside your room
- Monitor the removal of shoes.
- All students should be back 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 §12-4 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

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.

Evaluation

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)