



NORLIGHTS
INTERNATIONAL SCHOOL
Oslo

School Environment (§ 9A) Strategy Plan (Action Plans) Part 2

Table of Contents

Table of Contents	2
The duty to act	3
The action loop	4
Pay attention and notice	4
Intervene directly	4
Notify	5
Investigate	5
Insert measures	5
Documentation	6
A continuing process	6
Conversations with involved students and parents	7
Measures for students executing abusive behavior	7
Cooperation with other agencies related to bullying	7
Procedure for working in the aftermath	8
Evaluation	8
Information and communication	8

The duty to act

The school's duty to act is divided into five duties of action. Everyone working at the school has a duty to **pay attention**, **intervene** and **notify** if they suspect or know that a student does not have a safe and good school environment. The school is required to **investigate** and **implement appropriate measures** that ensure that the student has a safe and good school environment.

The action duty requires that school staff assess an individual student's general behavior and reactions in different situations. The school's duty to ensure the student's right to a good school environment requires vigilance from school staff. Action obligation means that school staff cannot close their eyes and ears for what they see and hear, and cannot fail to do something if they get a suspicion that a student is denied the right to a good psychosocial environment. It is not a requirement of actual knowledge of having a duty to investigate or intervene. If the employee is in doubt about a student being, or has been, subjected to offensive words or actions SHALL he / she do something about it.

The duty to act implies that the school must provide for the students' participation. This is done by engaging involved students and that the child's best is to be a fundamental consideration in the school's work. The school must take into account the best interests of the child in all assessments and actions to fulfill the duty to act.

The school also has a two-sided documentation requirement. It is both required that the school make a written plan when measures are taken in one case and that the school more generally documents what is being done to fulfill the duty of activity. The requirements for documentation mean that the school later on can show what they have done, and it can, among other things, contribute to a professional sound and appropriate practice at the school.

There is a sharpened act of duty in cases where employees violate students, cf. § 9 A-5. If a person working at school suspects or is aware that another person working at school exposes a student to violations such as bullying, violence, discrimination or harassment, he or she must immediately notify the principal. If there is one in the management who is behind the violation, the school owner shall be notified directly by the one who suspects or knows about the violation.

The duty to act applies to all persons who regularly attend school to provide service or service to the students or school, including all staff members, school nurse, PPT workers, cleaning personnel, janitor, visiting students, assistants or trainees. The duty to act does not apply to persons who collect waste, craftsmen who perform individual assignments, bids or others who deliver goods to the school. Parents, relatives or others who regularly follow or retrieve the students at school are also excluded from this duty.

It should be stated in the written plan from the school who is responsible for implementing the measures. Some employees will, because of their role, competence or position at the school, have a more central position and be more involved when the school is to investigate and take action in a

certain case. For example, the school management or contact teacher has a greater responsibility to investigate the matter than the other employees.

Compulsory follow-up is necessary for everyone working at school to be able to catch suspicion and gain knowledge that a student does not have a safe and good school environment.

The action loop

If parents, students or staff members suspect offensive words or actions, or report offensive words or actions, there will occur a number of duties for the staff and school.



Pay attention and notice

- It is necessary for employees to pay attention and notice how students interact among themselves and the students' wellbeing in order to suspect or know that a student does not have a safe or good school environment
- The suspicion or knowledge triggers other duties
- Legislating a duty ensures that an employee cannot evade responsibility in a case by showing that he or she did not know what was happening or did not suspect that a student did not experience a safe and good school environment
- It is the experience of the student's which must form the basis of the action.

Intervene directly

- «Intervention» happens immediately and is aimed to actually stop a situation in progress
- This will often be about immediately stopping negative behavior, eg. breaking up a fight or stopping another physical violation, putting an end to a situation where students are excluded socially or reprimanding students who are verbally offensive

- The duty is limited to interventions which are possible for the employee to carry out while still ensuring safety for students and themselves
- The employee must not endanger himself/herself, or be in danger of injuring or violating students in order to stop the situation

Notify

- It is a duty of all employees in the school to alert any suspicion or knowledge that a student does not have a safe and good school environment.
- The wording «safe and good school environment» must be interpreted in the same way in relation to the duty to notify as in relation to the duty to pay attention to and follow up.
- *Any* suspicion or knowledge that a student does not have a safe and good school environment must be notified to the principal.
- Such a rule lays the foundation for the principal to get an overall and complete overview of the student welfare thus giving the principal a good starting point for following up individual cases while obtaining important information to the school's systematic work.
- The principal may stipulate that another person at the school shall receive the notifications
- The principal is responsible for ensuring that the notifications are handled in a proper manner. This responsibility cannot be delegated.
- Notification is essential for the case to be raised to the correct level to ensure proper handling. It is not a goal to solve the case at the lowest possible level
- By providing the principal with an overview of violations that have occurred, the principal is able to include this in surveys and give a more complete picture
- If it turns out that a child is exposed to a number of offences from different persons, this information will help to determine where the efforts must be invested in the next phase

Investigate

- Occurs when an employee suspect or knows that a student does not have a «safe and good school environment»
- Wider than cases where an employee suspects or knows that a student has been subject to offensive words or actions
- Furthermore, it is not bound by the reason that the student does not experience a safe and good school environment
- Low threshold for what creates suspicion or knowledge of a student not having a safe and good school environment, thus triggering the duty to investigate further
- The duty to investigate is always triggered if a student expresses that he or she does not experience their school environment as safe and good

Insert measures

- The school shall (as far as appropriate measures exist) ensure that the student has a safe and good school environment when:
 - o The student says that the school environment is not safe or good (this can also be communicated via parents/guardians, verbally or in writing, to any employee at the school).

- o When the school's investigations show that a student does not have a safe and good school environment.
- The law gives the school clear incentives to take action in all cases where students do not, for whatever reason, experience the school environment as safe and good.
- Recognizing the student's experience and inserting measures to correct the problem in accordance with good educational practice, is important not just for the single student, but also for the school environment at large.
- The duty to insert measures runs as long as a student experiences that the school environment is not safe and good, and there are suitable measures that can be taken.
- Consequence: the school must constantly evaluate the measures that are put in place
- If the measures have not achieved their purpose, the school must continue to assess whether the duration of the measures should be extended or whether additional or other measures should be taken

Documentation

The school's actions must be documented. We do this in order to:

- Support professionally sound and appropriate practice at the school
- Ensure that students and parents get a tangible assurance that the school takes their case seriously.
- Ensure that the school's work to fulfill the duty to act is documented so that the reviews by County Governor can be conducted efficiently and in a timely manner
- Additionally, the documentation in one case may also be a strength in connection to other matters, such as supervision, compensation cases, labor law matters or cases of punishment
- There is a two-sided documentation requirement:
 - Action plan when action is taken
 - Documentation of what the school does to fulfill the duty to act

A continuing process

The school uses an "internal form" that includes activities related to the Action plan for psychosocial environment with a column for crossing when activity is carried out. Internal control includes

- what to do
- how it's done
- who will do it
- when it's done
- what is actually done

Employees use **Managebac behavior form** for suspected infringing behavior.

The form should be used to ensure that plans and procedures are adhered to in practice. Parents may use the **incident reporting form** on the school website.

NLIS has a duty to consider any information and as soon as possible decide on measures to be implemented. Furthermore, it must be made decisions on all requests for measures from the students / guardians, which relates to the psychosocial environment.

If the school does not have sufficient expertise to assess conditions, they must bring in needed knowledge. Regarding the psychosocial school environment, PPT can be used as an expert assessor.

The Education Act imposes PPT to "help the school in efforts to progress the expertise and organizational development to facilitate a better education for the students with special needs."

Conversations with involved students and parents

NLIS must complete the following meetings:

- With student who is subjected to offensive behavior or feels he/she does not have a safe and good school environment - after procedures
- With executor - after procedure
- With the victim's parent / student - after procedure
- With the executor's parent / student - after procedure

Measures for students executing abusive behavior

For students who have abused others with infringing behavior, the first step is to get a warning, in writing or orally that the offending behavior must cease. If the offending behavior does not cease, further measures are implemented. Measures will be taken in accordance with the School Rules.

Students who do serious violations of school rules or repeated minor violations, may be excluded from single sessions. Parents must be notified before such measures are implemented, and the student shall be able to make an explanation about the situation and give his/her view. Only the Principal has the authority to make the decision of rejecting the student from the session, after making consultation with the teacher. The school will consider other measures before exclusion is used. Exclusion of students will be treated according to the Education Act (Opplæringsloven) § 3.10 and Public Administration Act, (Forvaltningsloven) regarding the exclusion length, and the parent's and student's right of appeal.

Cooperation with other agencies related to bullying

Recent collaborators outside the school may be:

- School health services
- PPT
- BUP
- Child welfare
- Police

Procedure for working in the aftermath

It shall be stated in the Action plan how the school will follow up the measures already initiated. In addition, the following shall be monitored:

- Follow-up meetings with the victim- tutor must regularly ask how the student is
- Follow-up executor until the bullying has stopped
- Group meetings with bullies until the situation is stable
- Follow-up meetings with parents to the victim and executor until the bullying has stopped.
- If the offense is not terminated the management is contacted

Evaluation

All cases shall include an evaluation of measures and working methods with a view to further work related combinations to such matters. The evaluation should take place with the parties involved, and the matter should be addressed in the schools teaching team.

NLIS shall annually evaluate and maintain the school's Strategy plan for a good school environment. The work should begin in the teaching team in April, and then treated in all school bodies, and finally treated in the school board May / June each year. Revised dates for the plans are stated on the cover pages.

Information and communication

Chapter 9a in the Educational Act instructs all schools to make continuous efforts to ensure that their school environment promotes the students' health and safety. According to this chapter, the school must involve the pupils in planning and implementing measures that will improve health, environment and safety, and students and parents should take part in this work.

The various school, student and parent councils must be kept informed at all times of anything that may materially affect the school environment, such as incidents, plans and decisions. The student council may appoint one or several school environment representatives. They are entitled to training that will enable them to take an active part in the work to develop their school environment. The parents should also be involved in this work.

The Education Act § 9 A-8 instructs schools to keep the board, school environment committee, student council and parents' council continuously informed of all matters of significance to the school environment. This will include challenges in the environment, such as ex. serious violence or persistent poor psychosocial conditions. Councils and committees are entitled to receive the submitted dossier for the systematic health, environment and safety work at the school.

Information should be given unasked, which requires internal procedures / instructions. The councils and committees shall as soon as possible be included in the planning and implementation of environmental measures at the school. This means that schools must have procedures for the

involvement of councils and committees (See procedures for internal control- information and communication). Councils and Committees also have the right to speak and make suggestions on all matters related to the school environment.

NLIS has established the following venues where the plans according to The Education Act 9 A is treated;

- The School Board
- Parent Council
- Student Council
- Staff

Here, the representatives have the right of access and opportunity for involvement and influence on the school plans in this field. All meeting venues have a meeting schedule that follows a fixed agenda.