



NORLIGHTS
INTERNATIONAL SCHOOL
Oslo

**School
Environment (§ 9A)
Strategy Plan
Preventive Work
Part 3**

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NLIS uses the following information channels about students' school environment

- Students' school work
- Information booklet for parents and students at school??
- Newsletter
- Monthly Letters
- NLIS website
- Parent meetings
- IB seminars
- Student development meetings
- Reports
- Student Survey Results
- Parent Survey Results

Parent Council (PC)

All parents who have children in school are members of the school's parent council. Parents Council appoints a working committee (PC), which are parents' voice towards the school. PC shall ensure real participation of parents and have responsibility for the students' learning environment, safety and wellness.

Key tasks for PC:

- PC should work for a safe and effective learning environment. Enjoyment is essential for children's learning
- PC can discuss the shape of the feedback students and parents receive of the students' academic and social competence
- PC can work for a bully-free school environment
- PC may initiate social initiatives for students
- PC may conduct courses for parent contacts
- PC can hold meetings for parents and teachers
- PC could be a channel of information to all parents
- PC at NLIS has regular meetings once a month during the school year, and it is used for notices and minutes of the meetings.

Student council and student council work

A student council is a common democratic body chosen by students for students at a school. Each school is obliged to establish a student council. The student council will work to create a social community, develop working and learning environments and ensure that students' rights are protected.

The student council will be selected and created at least three weeks after the school has started. Before and after election the principal will inform the students about the council.

The student council will conduct regular meetings (at least monthly) throughout the school year after the scheduled meeting schedule. Written notice and minutes shall be kept. Students' psychosocial environment should be a permanent issue in the student council.

The student council should be involved in planning and carrying out work on the school environment by §9 A-8. Furthermore, students should be informed about matters related to the school environment, **including the results of the student survey.**

Preventive work at NLIS

A good school environment depends on the awareness, purposeful and systematic work. Education Act § 9 A-4 instructs schools to work actively and purposefully to meet the demands of the school environment in the Education Act. Internal control is to put the requirements of laws and regulations to specific goals for the school environment, identify challenges and plan and implement measures to achieve the objectives. The work must involve the whole school community. NLIS must provide evidence that this has been established, and that it is actually followed up. Internal control embraces everything from what the school is doing to prevent, detect and deal with bullying problems.

Preventive measures can be taken both at school and in class or group level, and it is important that students may participate in this work.

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

Mapping the school environment

Direct Methods

- **School mission, vision and values:** NLIS mission, vision and values are in line with the IB philosophy and our goal as a school is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. The school reviews this philosophy with the teachers, children, parents, board members, parent council and student council on a regular basis.
- **Wellbeing Program:** NLIS, in accordance with Norwegian educational norms offers a program that encompasses community and healthy lifestyles. The idea is that we develop a sense of community and respect across not only the school, but the school family – students, parents, teachers and the local community around the school, thus creating a strong psychosocial environment.
- **Anti-Bullying Policy:** The school has an Anti-Bullying Policy and it is shared with the staff, parents, school committees and is posted on the website. Bullying is a serious matter and requires awareness from teachers, students, and parents. School employees will take immediate action against bullying. Parents must contact their child's teacher if

they suspect their child or another child is being bullied. It is important that students can express their concerns to an adult if they are being bullied or harassed at school. (See Appendix 4)

- **Service as Action** : The school has a Service as Action policy which will be done by all the students at school. (See Appendix 17)
- **The Friendship House**: The school initiated a program called The Friendship House which the students are grouped and encouraged to do some common activities. (See Appendix 14)
- **National student surveys**: These surveys can be conducted in the fall for PYP 5, PYP 6 and MYP classes. Schools can invite students from 5th grade to answer questions in the student survey. MYP 1 and MYP 4 students are obligated to answer the survey. They may also skip questions they do not want to answer. Questions about the following subjects are compulsory in the fall:
 - Enjoyment
 - Motivation, working and learning
 - Home-school collaboration
 - Support from teacher
 - Assessment for learning
 - Complicity
 - Rules at school
 - Safe environment
 - Counseling

Results from the national survey to be treated and / or informed in student council, staff meetings, parent meetings, resource team, the school environment committee, PC and the board.

- **Internal student surveys conducted in autumn for all classes**: NLIS will carry out periodic national surveys of the psychosocial environment. An internal survey will be conducted in the school among the students of PYP 1- 4. The goal of these surveys is to ensure that each child feels safe and secure at NLIS. (See Appendix 5)
- **Parent Teacher Conference**: These conferences are carried out at least twice per year. All teachers hold the first Parent-Teacher conference at the beginning of the school year. This is an informational meeting where curriculum, timetable, expectations and requirements are discussed. The second conference takes place in February. It is important that at least one parent be present at the Parent Meetings. This meeting is also regarding the psychosocial environment and how the child feels at school.
- **Parent Surveys**: National survey is conducted with the parents once a year. The purpose of the Parents Survey is to ensure that the parents/ guardians can express their opinion on the learning and well-being at school. (See Appendix 6)

- **Reflection Procedure:** Class Screening is conducted by suspected student (s) exposed to offensive behavior. The teacher asks the child to reflect on the offensive behavior and record it in the form. The concerned teacher must inform about the particular behavior to homeroom teachers/ contact teachers so that systematic observations can be made during recess, field visits. If needed, teachers take help from the school counsellor. Teachers in the MYP section add their comments about behavioral observations into the school managebac system. (See Appendix 3, Appendix 15 & Appendix 19)
- **Directors and Principal's open door policy:** This policy gives all the children of NLIS freedom to come and communicate to the Director and principal at the time of need. It is very important that children understand the importance of this policy and do not misuse it for any reasons. The issues which can be sorted out with the help of the teacher must be solved at that level.
- **Principal's psychosocial checklist and observations:** This checklist acts as a reminding tool for the students at different points regarding the areas helpful to have a conducive environment in the school. This checklist will be used by the principal. Apart from that, the principal will have anecdotes regarding the class environment during the class observations.

Indirect Methods

- **Student Development meetings:** Student Development Meetings are an opportunity for parents to meet with the teacher individually to discuss their child's progress in class. Development Meetings happen twice a year in the middle of each term in November and in April. The homeroom teacher in the PYP section and subject teachers in the MYP section are responsible to arrange these meetings with the parents. (See Appendix 7)
- **IB Seminars:** The school conducts IB seminars during the course of an academic year to ensure that the parents have a good understanding about the program. In a question-answer session, the parents come up with any questions or concerns and decide on an agreement point.
- **Daily Routines:** Daily classroom and school procedures are another source to map the school environment. These routines include individual class activities, monthly activities, student council activities, field visits, community hour in the PYP section, mentor time in the MYP section, assembly and school outside time together.

Classroom environment

NLIS has initiated a number of measures to work systematically on the classroom environment, see below.

- **School rules:** The regulations shall be communicated to students and parents at school each school year. The rules are incorporated into the Parent/student handbook and are available on the school website. The first week of the school is spent focusing on school rules and classroom essential agreements. This helps to form a good classroom culture and safe psychosocial environment for the children. (See Appendix 8 & Appendix 16)
- **School Environment:** The school emphasizes that students' physical work environment is characterized by order, structure and well-being. This goes in synchronization with Standard on Resources. As a IB World school, the physical and virtual environment, facilities, resources and specialized equipment at NLIS support the implementation of IB program.
- **10 Absolutes:** The school's 10 absolutes are clearly visible in every classroom. (See Appendix 1)
- **Class Agreements:** Each class prepares its own essential agreements hanging clearly visible in the classroom. These essential agreements are created and agreed by each child of the classroom in the beginning each school year. It is the responsibility of the homeroom teachers/ contact teachers to revisit the classroom essentials as and when it is required. Teachers can also put forward new agreements as the year passes by to help children learn classroom management effectively.
- **Approaches to Learning (ATL) Skills:** All unit plans contain ATL skills as one of the goals for the unit. As a IB World school, it is our responsibility to reinforce all ATL skills and its sub-skills into our approach to teaching and learning.
- **IB Learner Profile Attributes:** All teachers reinforce IB Learner Profile attributes in their lessons.
- **Class Displays:** Each class at NLIS follows the class display checklist which is according to the IB World school needs. (See Appendix 20)

Other preventive measures

- **School Assembly:** Students in PYP and MYP section arrange school assemblies according to the calendar. (See Appendix 12)
- **Community Hour/ Monitor time:** The school has a community hour/ mentor time every week where homeroom teachers/ contact teachers organise team building activities for the students. They discuss the class issues whenever needed. (See Appendix 11 & Appendix 12)
- **Field Visits:** At NLIS we believe in giving children a conducive learning environment. Each child being an individual has his own learning needs and style. To

support this, teachers organise field visits to enhance their class learnings. These visits help students to investigate skills and encourage them to be independent inquirers.

Mental Health

- **Positive Reinforcement:** Each teacher at NLIS follows positive reinforcement to motivate acceptable behaviors in the school.
- **PSPE and PHE as a subject for the PYP and the MYP Program:** PSPE in the IB Programmes (PYP & MYP) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, and skills that contribute to this wellbeing. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

Absence of students

- **Plan against unauthorized absences:** The school follows absence policy, which helps all the homeroom teachers/ contact teachers to keep a record of student absences.
- **Procedures for monitoring late comings:** The school follows attendance through managebac.
- **Student Attendance Record:** The absence record is mapped through managebac.

Working against racism and discrimination

- **School Curriculum:** According to the IB curriculum teachers plan their lessons where they give students opportunity to discover and express ideas, feelings, nature, culture, beliefs and values; the ways to reflect, extend and enjoy their creativity.
 - **IB Learner Profile Attributes:** All teachers reinforce IB Learner Profile attributes in their lessons. This helps them to promote open mindedness among students.
- **School activities:** NLIS organises a number of activities during the school year. The goal of these activities is to help children from various cultures and age groups get along with each other.

Implementation of the system for staff, students and parents

The entire school staff should have good knowledge of the work related to students' school environment, and commit to follow school's procedures. Employees will gain knowledge about students' rights and the employees' duties on the issues.

This means that the school must:

- Review the school's Strategy plan for school environment 9 A at school each year for employees
- Inform new employees about the psychosocial environment strategy plan
- Involve employees in the revision of the plans
- Ensure that all teachers provide education to students according to the Strategy plan, and inform about the results of surveys in development meetings and parent meetings
- If necessary, discuss the psychosocial environment strategy plan during the parent meetings

Duties

School Rules for the students will be updated at the start of a new school year.

Guidelines for staff members during the duty time outside:

- Be precise
- Use west
- Be visible and aware
- Show mobility: inspect where students are, even though the main area responsibility
- Notify the tutor / management / counselor by severe episodes
- In severe episodes, send a student in to pick up additional adults
- Pay special attention to areas where there may be unfortunate episodes
- If needed students should not be going to the toilet alone