



School Environment Plan



Contents

Vision	3
Mission	3
Values	3
Rationale/ Purpose for the Plan	4
Preventative Work	4
Curriculum	4
Year Wheel	5
Preventive measures	5
Student Support Network	6
The Duty to Act	7
Staff Shall	7
The School Shall	7
Pay attention (see Appendix II)	7
Intervene	7
Notify	7
Investigate	8
Take Action	8
Strengthened Duty to Act	8
Documentation	9
The Right to Complain	10
Statsforvalteren's enforcement in single cases (§12-6):	10
References	11
Appendix I Year Wheel	12
Appendix II To Pay Attention	16
Appendix III Daily Routines	18
Appendix IV How to Write an Education Act §12-4 Action Plan	19
Appendix V Checklists for a positive and safe school environment	21
Appendix VI Terms and Definitions	24



Vision

To provide a unique and culturally diverse educational experience to the local and expat community in the greater Sandnes area. We aim for our students to be kind, caring, and respectful young people who, by practicing resiliency and a growth mindset, thrive in meeting their individual learning needs and goals. We strive to develop confident global citizens who will be prepared to meet the needs and challenges of the future and help make the world a better place for everyone.

Mission

Sandnes International School contributes to making the world better by providing its students with a holistic international education. To this end, students are encouraged to take meaningful action and lead change in a safe and positive learning environment. Every individual learners' needs are supported, their differences are respected and their unique qualities are valued and nurtured.

Values

Be Safe	Be Kind	Be Responsible	Be Respectful
Prioritize safety in all actions and decisions.	Show compassion and empathy towards others.	Take ownership of your actions and their consequences.	Treat others with dignity and consideration.

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 and Equality and Anti-Discrimination Act §2. All students are entitled to a safe and positive school environment that promotes health, well-being, and learning. The School Environment Plan identifies the school's preventative actions, as well as, the procedures for following up on individual concerns regarding a student's well-being at school. Students, staff and parent/caregivers 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 Programme). The plan applies to all activities organized by the school, regardless of location. The School Environment Plan also applies to the journey to and from school. Absence is dealt with in accordance with the School Absence Plan.

Preventative Work

SDIS works systematically to promote a good school environment. This is found throughout the curriculum and in our detailed Year Wheel (see below). Preventative measures are targeted at the school community. The student support network is utilized to best support student well-being.

Curriculum

The school curriculum provides 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 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 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, intending 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 downtime, 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 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. More details are provided in subject overviews as well as unit plans.



Year Wheel

See the School Environment Year Wheel in Appendix I for a detailed overview of systematic preventative actions taken to contribute to our student's social, emotional, physical, and moral well-being.

Preventive measures

Actions focused on the Psycho-social environment:

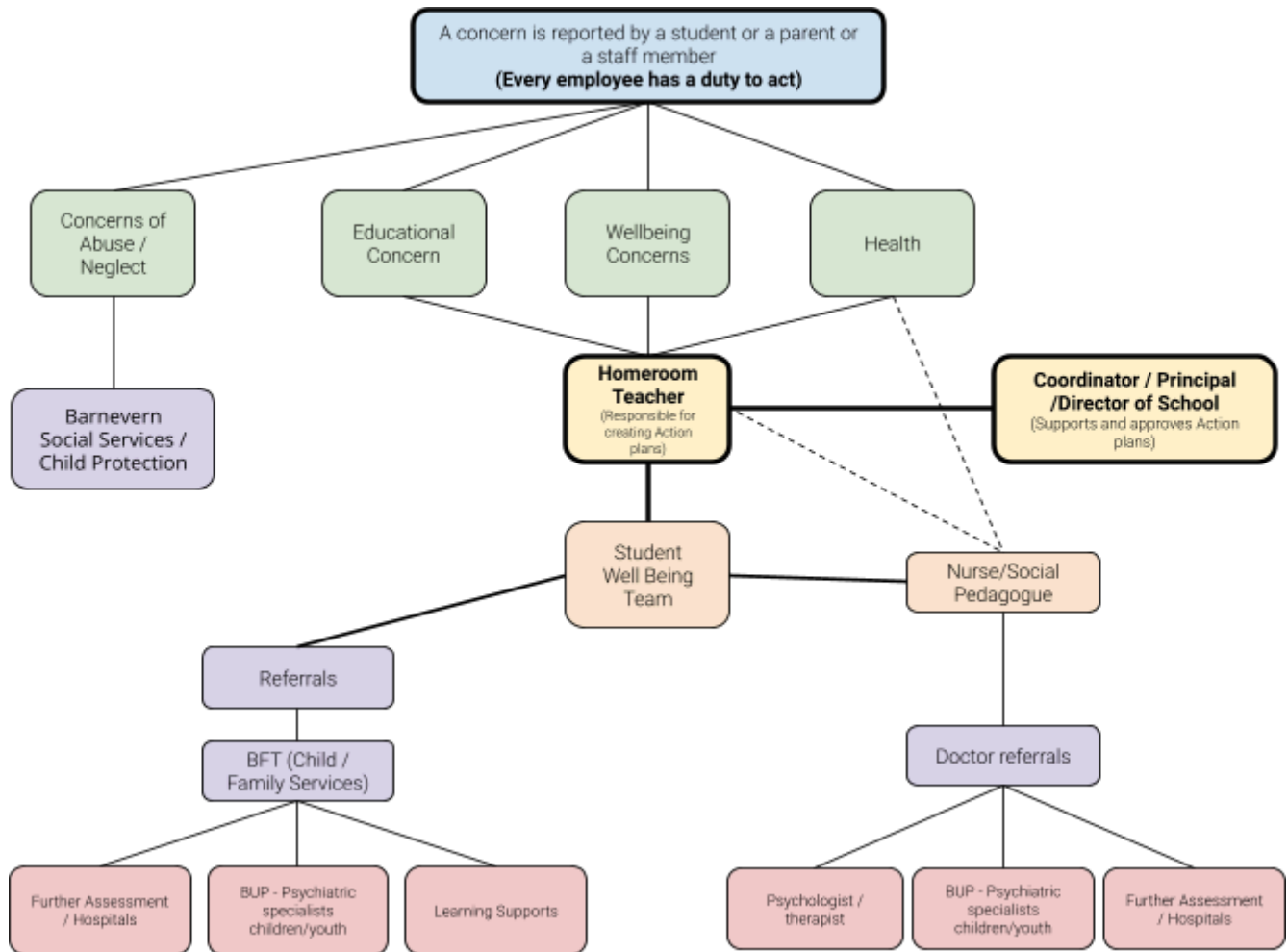
- IB Learner Profile emphasized regularly
- The Behavior and Conduct policy is taught and emphasized in every class
- Essential Agreements are made in every year level
- Student Council meetings: minutes made accessible to all staff and student representatives
- Student Council Representative elected 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 the rights and responsibilities of students
- Regular reporting
- Contact teacher organizes peer support when new students arrive
- Student Well Being team - regular meetings with the Learning Support Coordinator, Social pedagogue, School nurse, and Coordinator
- Students' well-being is regularly addressed in staff meetings
- An 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
- Twice yearly 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 a Concern" via www.sdis.no to report physical concerns

Student Support Network

SDIS has a Student Well Being team that is made up of the Principal, the Learning Support 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 Well Being team. In addition, the school has access to Sandnes'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

There are 5 types of action mandated by Norwegian law.

Staff Shall

Pay attention whether students have a positive and safe psychosocial environment

Intervene in cases of bullying, violence, discrimination or harassment whenever possible

Notify 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 student does not have a safe or good school environment
- Pay attention systematically during breaks and transition periods with a low threshold to intervene - 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. This is in accordance with Opplæringsloven §13-4

Notify

- Low threshold to notify.
- Notify the leader (Coordinators, Principal 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). 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.
- The Head of School shall notify the Board about serious incidents between students



Investigate

- Low threshold to investigate
 - the school staff shall investigate any suspicion or knowledge that a student does not have a safe and good school environment
 - the school staff shall investigate if a student or parent notifies the school
- An investigation can be done by observations, assessments, conversations, etc.
- Involved students have the right to be heard in conjunction with the UN Rights of the Child. **The school should never deny or reject a student's experience of insecurity or unhappiness at school.**
- All investigations should be shared with the homeroom teacher. It is not always necessary for the homeroom teacher to do the investigations.

Take Action

- Recognizing the student's experience and inserting actions to correct the problem in accordance with good educational practice is important, not just for the single student, but for the school environment at large
- 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 § 9 A Action Plan must be written (See Appendix IV)
- The Head of School has the responsibility to inform parents about actions taken
- Actions apply irrespective of the cause, or whether the experiences are related to time outside of school, or within the home, until the student has a safe school environment
- Actions must be appropriate, adequate and lawful
- Actions must remain in place until the case is resolved through an evaluation (See Appendix IV)
- If the actions have not achieved their purpose, the school must continue to assess whether the duration of the actions should be extended or whether additional or other actions should be taken

Strengthened Duty to Act

There is a Strengthened Duty to Act if a staff member suspects or is aware that another person working at the school bullies, discriminates, violates, harasses or in any other way offends a student:

- The employee must immediately notify the Head of School
- The Head of School shall notify the Board
- If the offender is a member of the school leadership team, the employee shall notify the Chairman of the Board directly
- 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 §12-4 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 Homeroom 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 (locked)
Intervene	All Staff	Intervene in cases of bullying, violence, discrimination or harassment whenever possible.	Teacher Files (locked)
Notify: Report Concern: →Homeroom teacher →Coordinator →Principal/HoS	All Staff	Notify 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 (locked) Coordinator Files (locked)

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 §12-4 Action Plan and the template.

Task	Responsible	Documentation	Stored
Investigate	Homeroom Teacher / HoS / Principal / Coordinator	Education Act §12-4 Action Plan sections: Case Description, Student's own experiences of the situation, School's evaluation of the case	Teacher Files (locked)
Action Plan	Homeroom Teacher / HoS / Principal / Coordinator	Education Act §12-4 Action Plan sections: Main Goal and Sub-goals (individual, group, systematic and health levels)	Teacher Files (locked)
Implement Actions	Homeroom Teacher / Staff members	Minutes / Behavior Log	Teacher Files (locked)
Evaluation Consider if other actions should be written in the Action Plan	Principal / Coordinator / Homeroom Teacher	Education Act §12-4 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 (locked)
The case may be determined closed after evaluation. If not, the case remains open and a new Education Act §12-4 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 Sandnes 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 in the online deviation system, "Report a Concern" via www.sdis.no to report physical concerns. 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 School Director
- it has gone less than one week since the case 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 Behaviour and Conduct Policy (§10-7), or if a student shall change schools (§13-2).



References

https://lovdata.no/dokument/NLE/lov/2017-06-16-51/KAPITTEL_2#KAPITTEL_2

<https://lovdata.no/lov/1998-07-17-61/§12-2>

<https://lovdata.no/lov/2023-06-09-30/§13-4>

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	Administration
	Regular meetings in all year levels. Regular meetings about students' rights and responsibilities.	PYP Class Routines MYP Class Time	Homeroom 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 WellBeing team SFO	Leadership, Teachers, Assistants, SFO staff
	Review school routines (example: duties)	Planned meetings	All Staff
	Focus on the Learner Profile Attributes and Attitudes	Throughout the school	Staff
	Use philosophies such as Responsive Classroom	Throughout the school	Staff
	Monitor and follow up student absence as outlined in the school absence plan	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 Homeroom Teachers
	Student Council Events (like dress up days, clubs etc)	Planned Events	Student Council / Student Council Teacher
	Upkeep of school website and other programs used	Update as necessary	ICT Team
	Student WellBeing team meetings	Regularly, twice a month	PYP Principal
	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
	Behaviour and Conduct Policy/Internet safety/The Education Act/Goals for School Environment (www.nullmobbing.no)	Class Meetings	Homeroom Teachers
	LS - Beginning of the Year Assesments (academic baseline in Math, Reading and Writing)	Individual Classess	Classroom (PYP)/Subject Teachers (MYP)

	LS - IEPs completed	Individual and LS Mtgs	Classroom/Contact Teacher
	Settling in interviews	Parent meetings	Homeroom Teachers
	LS - Intensive Education - following results from the baseline assessments	Planned lessons for the training	Classroom (PYP)/Subject Teachers (MYP)
	SFO Code of Conduct	SFO meeting	SFO Coordinator
	Signature from students / parents regarding Behavior and Conduct Policy and Internet Safety	Collect by Year Level, store in student files	Homeroom Teachers Coordinators
	What is bullying/sexual harassment/discrimination? How to address it?	Class Meetings	Homeroom Teachers School Nurse
	Netiquette and Internet safety guidelines	Class Meetings	Homeroom Teachers
	Student Council Representatives elected in each year level	Year level voting	Homeroom Teachers
	Establish Student Council.	Weekly Meetings	Student Council Teacher
	Student Council presents themselves to the school	Assembly	Student Council Teacher
	Parent Information Meeting: -Review Behavior and Conduct Policy -Leave of Absence procedures -Education Act information -Netiquette	-Parent Meeting (whole school / class) -Website	Contact teachers, Leadership Team
	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 Homeroom Teachers
	LS - Intensive Education - Results and Follow up	Collect and Assess Data	Classroom (PYP)/Subject Teachers (MYP)
	LS - IEP Mtgs	Collect Data and complete IEPs	Classroom (PYP)/Subject Teachers (MYP)
	PYP 3 way conferences	Meeting student, parents, teacher	Homeroom Teachers
	MYP Student School Environment surveys / meetings for students	Surveys and meetings	Homeroom 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 Sandnes Kommune	Student Council Teacher

December	Udir Student Survey taken PYP5-MYP10	In Class time	Homeroom Teachers
	LS - IEPs completed	Assess and Collect Data	Classroom/Contact Teacher
	Holiday Club (Christmas Break)	SFO open	SFO Coordinator
	Safety Inspection	(Vernerunde)	Administration
January	Review the Code of Conduct/Internet safety/Goals for School Environment / Essential Agreements	Class Meetings	Homeroom Teachers
	School environment surveys for students Meetings between parent, teacher and student	Response to student surveys	Homeroom Teachers
	MYP Academic Report Cards	Publish on Toddle	Coordinators/ Teachers
	MYP Academic meetings	Individual	Homeroom Teachers
	MYP Student School Environment surveys / meetings for students	Surveys and meetings	Homeroom 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	(March)LS - IEPs completed	Assess and Collect Data	Classroom/Contact Teacher
	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	Homeroom 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 / Homeroom Teachers
	School sports/games/spirit day	Cross-class outside activities	Student leadership and empowerment Committee?
End of year	School Starters	Open Day	PYP1 Teacher Coordinator
	LS - IEPs completed	Assess and Collect Data	Classroom/Contact Teacher
	Student Led Conferences	Planned School Event	Teachers Coordinators
	Sports Day	Whole school organised into teams and activities for the day	PHE/PSPE Teachers,
	Reflect on the Year Wheel. Adjustments are made for next year.	Team learning	All

	MYP camping trip Gr 6 overnight trip with Gr 7 as a bridge to MYP for Gr 6 students? (MKP)	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	Celebration of completing each section of the program	Homeroom Teachers, Coordinators, Parent Committee and Students
	Facility Maintenance		Administration

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 School	Students can share if anything happened on the way 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.	My teacher supports me if I report a problem.
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 Daily Routines

Students who arrive late, after 8:30, must sign in at the front office)

Bus Expectations -

- Be outside to support safe boarding of the bus at dismissal time. **NB:** buses leave at 10 min after dismissal.
- Supervise and instruct students to line up according to the bus route.
- Guide students onto the bus
- Ensure students sit in their assigned seats and they have their seat belt on
- SDIS Behavior Agreements: Be kind. Be safe. Be responsible. Be respectful.
- Remind students they are allowed to use their phone or iPad and that food and drink are prohibited

Morning Duty:

- Be outside at 8:00
- Wear a vest
- Monitor and inform behavior concerns according to routine
- Use the whistle to alert students to line up (earliest 8.15)
- PYP1-6 walk in through the side door, MYP 2- 5 walk in through the basement door.

PYP and MYP teachers with first lesson:

- Meet your students on time at 8.15
- Take attendance in class before 9am

PYP Lunch Duty:

- Set expectations for healthy eating routines (including hygiene)
- Help students regularly
- Monitor, inform and follow-up behavior concerns according to routine
- Ensure students receive their order
- Ensure routines are in place for cleaning the classroom (Remember to recycle)
- Take students outside. It is important that this transition is monitored by the teacher on lunch duty
- Report dietary concerns to parents/homeroom teacher
- Ensure hygiene/cleaning routines are followed up

MYP Lunch Duty

- The 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 behavior 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.
- **Ensure cleaning microwave oven**
- **Students need to bring their own eating utensils and cannot take them out of the kitchen.**

Outside Break Duty:

- Know the playground boundaries
- Monitor, inform and follow-up behavior concerns according to routine
- Be punctual, wear a vest
- All outside duty staff wear reflective vests.
- Year 1 to wear vests for the first month
- Engage with students, but keep on supervising attentively
- Use the whistle (PYP1-6 line up, MYP 2- 5 walk in through the basement door)
- Duty person remain outside until teachers collect students
- If any child is injured, depending on the severity, inform the parents through a call and confirm that they are aware of the incident and also make the leadership aware.

Between lessons

- Be outside the classroom between lessons
- 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. In MYP they should be locked in the students lockers at the beginning of each day. In PYP they should be placed in their bag and not touched until the end of the day.

Appendix IV How to Write an Education Act §12-4 Action Plan

A good Education Act §12-4 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? Case Description
- What is the child's situation when the desired change is achieved? Goal Description
- What is needed to achieve the goals? Measure Description
- How long will the measures last? Timeframe
- How should we find out if the measures are moving towards the goal? Evaluate

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 §12-4 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 below:



EDUCATION ACT §12-4 ACTION PLAN

[Opplæringsloven §12-4](#)

Student's Name		Grade Level	School	Kommune	
Date of Birth	Start Date and duration		Date Updated		
CASE DESCRIPTION- What was reported?					
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					
SCHOOL'S EVALUATION OF THE CASE REPORTED - Briefly summarize what the school is already familiar with and what the school has already done					
MAIN GOAL- The Main Goal must describe the desired situation.					
SUBGOALS - Make an overview of all of the sub-goals at different levels. Add more rows as necessary.					
Subgoal Use keywords in the problem description	What will the measure solve? Enter the relevant problem to be solved with help of the measure.	Measure / Action Use research-based actions. Examples can be found at Udir.no	Responsible Specifically who is responsible	Timeframe Set a time: week, month or date	Evaluation Who evaluates when? How will it be evaluated? (conversations, class meetings, student surveys, scale 1-10)
Subgoal on Individual Level	What will the measure solve?	Measure / Action	Responsible	Timeframe	Evaluation
Subgoal on Group Level	What will the measure solve?	Measure / Action	Responsible	Timeframe	Evaluation
Subgoal on Systematic Level	What will the measure solve?	Measure / Action	Responsible	Timeframe	Evaluation
Subgoal on Health (if desired)	What will the measure solve?	Measure / Action	Responsible	Timeframe	Evaluation
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.					
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.					
SIGNATURES Place and Date			Homeroom Teacher		
Signature Parent(s)			Director of School signature		

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

	Homeroom Teacher	Coordinators, including the Learning Support Coordinator when appropriate
Ongoing	<input type="checkbox"/> Pay attention, Intervene, Notify (psycho-social and attendance) <input type="checkbox"/> Regular class meetings about students' rights and responsibilities <input type="checkbox"/> Whole school event planning (excursions, assemblies, school camp, class trips) <input type="checkbox"/> Meetings with parents, as necessary (psychosocial or academic) <input type="checkbox"/> Update the classroom routines for subs <input type="checkbox"/> Report on student learning within the PYP and MYP (in line with the Assessment Policy)	<input type="checkbox"/> Whole school event planning <input type="checkbox"/> Lead teachers in handling cases and documentation. Ensure documentation for cases is filed and stored (Education Act § 9 A Action Plans). <input type="checkbox"/> Meetings with parents, as necessary (psychosocial or academic)
Fall	<input type="checkbox"/> Read the School Environment Plan and the Year Wheel <input type="checkbox"/> Make Essential Agreements with the class (visible in classroom) <input type="checkbox"/> Establish overview of class routines for subs <input type="checkbox"/> Instruct the students about: Code of Conduct/The Education Act / Goals for School Environment) (collect signatures and deliver to the office) <input type="checkbox"/> With students, discuss bullying / sexual harassment / discrimination and how to address it (www.nullmobbing.no) <input type="checkbox"/> Elect student council representatives and ensure they present their work to the class <input type="checkbox"/> Ensure students are familiar with Netiquette and Internet Safety Guidelines and User Agreements <input type="checkbox"/> With students, discuss safe use of social media, and how to monitor their online presence <input type="checkbox"/> Become familiar with what students are engaged in online <input type="checkbox"/> Raise awareness about abusive behaviors <input type="checkbox"/> Concerns related to Frequent Absences must be reported <input type="checkbox"/> Information Meeting for parents <input type="checkbox"/> Student School Environment surveys / meetings <input type="checkbox"/> Review and select questions for Udir Student Survey <input type="checkbox"/> PYP5-MYP10 Udir Student Surveys	<input type="checkbox"/> SFO Code of Conduct (SFO Coordinator) <input type="checkbox"/> Holiday Club Planning (SFO Coordinator) <input type="checkbox"/> Introduce him/herself and get to know all classes <input type="checkbox"/> Monitor student absence <input type="checkbox"/> Ensure all contact teachers call in for an Open House meeting <input type="checkbox"/> Ensure all contact teachers complete Student School Environment Surveys, followed by Student / Teacher / Parent conferences <input type="checkbox"/> Analyze and document results from surveys <input type="checkbox"/> Evaluate the school's work towards the school's goals for the school environment, including meetings with each class. <input type="checkbox"/> Review expectations / essential agreements within teams <input type="checkbox"/> Review and select questions for Udir survey with PYP5&6 and MYP team <input type="checkbox"/> Report on the summarized findings in the school's school environment (surveys) <input type="checkbox"/> Operation Dagsverk (MYP Coordinator)
Spring	<input type="checkbox"/> Review the Code of Conduct / Internet Safety / Goals for the School Environment / Essential Agreements with students <input type="checkbox"/> Raise awareness about abusive behaviours <input type="checkbox"/> Review definitions of bullying / sexual harassment / discrimination <input type="checkbox"/> Student School Environment surveys / meetings <input type="checkbox"/> PYP5-MYP10 Udir Student Survey analysis, summarize and identify areas of concern. <input type="checkbox"/> Evaluate the work related to the psychosocial environment <input type="checkbox"/> Evaluate the work conducted by the Student Council. Student Council Representative reports back to the Student Council. <input type="checkbox"/> Student Led Conferences <input type="checkbox"/> Plan and arrange an end-of-year celebration with the class, agree with the Coordinator <input type="checkbox"/> Graduation (PYP6 and MYP10) <input type="checkbox"/> School Starters visit (PYP1 contact teacher) <input type="checkbox"/> Reflect on Year Wheel and make adjustments	<input type="checkbox"/> Holiday Club Planning (SFO Coordinator) <input type="checkbox"/> Ensure all classes have evaluated and revisited Essential Agreements <input type="checkbox"/> Ensure all contact teachers complete Student School Environment Surveys, followed by Student / Teacher / Parent conferences <input type="checkbox"/> Report on the summarized findings in the school's school environment (surveys) <input type="checkbox"/> Analyze, summarize and identify areas of concern from Udir survey (MYP). <input type="checkbox"/> Review expectations / essential agreements within teams <input type="checkbox"/> 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. <input type="checkbox"/> Plan and agree with the contact teachers on end-of-year celebrations <input type="checkbox"/> Evaluation of Year Plan. Make adjustments as necessary. <input type="checkbox"/> School Starters visit (PYP Coordinator) <input type="checkbox"/> Reflect on Year Wheel and make adjustments

Director of School		Leadership	
Ongoing	<input type="checkbox"/> Student Well Being team Meetings <input type="checkbox"/> Ongoing meetings: Parent Committee, Student Well Being team, Board, Student Council (as needed), parents, students, groups, classes, etc. <input type="checkbox"/> Ensure all documentation related to School Environment Plan is current, updated and available	Ongoing Routines single cases	<input type="checkbox"/> Review and revise the School Environment Plan, in line with the Duty to Act and documentation requirements <input type="checkbox"/> Ensure Education Act § 9 A Action Plans are written when cases are reported, or when the school considers necessary <input type="checkbox"/> Ensure actions are evaluated and documented according to the School Environment Plan
Fall	<input type="checkbox"/> Introduce him/herself and get to know all classes <input type="checkbox"/> Ensure all staff are informed of, and know the routines, for the School Environment Plan and the Year Plan for a positive school environment. <input type="checkbox"/> Ensure all staff understand the Duty to Act <input type="checkbox"/> Present the year's school environment goals to the school community: Staff, PC, Board <input type="checkbox"/> Summarize the total amount of incidents / concerns, including all Education Act § 9 A Action Plans throughout the school	Fall Routines for staff	<input type="checkbox"/> Ensure actions are evaluated and documented according to the School Environment Plan <input type="checkbox"/> Review the Year Wheel for a safe and good school environment with all staff <input type="checkbox"/> Ensure staff know where to find relevant documentation <input type="checkbox"/> Ensure staff are trained on the School Environment procedures <input type="checkbox"/> Establish an understanding of what is inappropriate behavior (harassment, bullying, discrimination and abuse) <input type="checkbox"/> Ensure staff know how to implement the Duty to Act <input type="checkbox"/> 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	<input type="checkbox"/> Evaluate the work towards the school's goals related to the school environment <input type="checkbox"/> Analyze the results from the surveys together with the Leadership Team. Present to Student Council, Parent Committee, BoD. <input type="checkbox"/> 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. <input type="checkbox"/> Identify new goals for the school <input type="checkbox"/> Identify new goals for the school environment together with the Student Council, Parent Committee <input type="checkbox"/> Review the school's Code of Conduct, vision and mission, ensuring documentation is up to date <input type="checkbox"/> Evaluation of Year Plan. Made adjustments as necessary <input type="checkbox"/> Establish next year's Student Council teacher	Spring Goals	<input type="checkbox"/> Goals for a positive school environment are planned after: <ul style="list-style-type: none"> • 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	<input type="checkbox"/> Ensure the Year Wheel includes preventative work for a safe and positive learning environment. The plans for the school environment shall be treated in both Student Council and the BoD.

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

The following to be completed by the Administration

Fall	<input type="checkbox"/> Ensure All First Aid Supplies in place including Heart Starters <input type="checkbox"/> Ensure School Facilities are ready for staff and students <input type="checkbox"/> Fire Safety Training for Staff <input type="checkbox"/> Emergency Preparedness Plan training for Staff <input type="checkbox"/> Announced Fire Drill <input type="checkbox"/> Internal Control of Fire Safety - monthly <input type="checkbox"/> Internal Control of Electrical Apparatuses. Report and Action Plan
Spring	<input type="checkbox"/> Fire Safety Leader training <input type="checkbox"/> Vernerunde - Internal Safety Inspection - report and action plan <input type="checkbox"/> Finalize Summer Maintenance, Project Planning & Cleaning <input type="checkbox"/> Outdoor Play Equipment Inspection <input type="checkbox"/> Risk assessment of the physical environment (indoor and outdoor) <input type="checkbox"/> 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 SDIS.
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.
Sandnes 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: <ul style="list-style-type: none"> ○ 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).