

**ISB**

**ACTION PLAN**

**FOR A**

**HEALTHY AND SAFE PSYCHOSOCIAL LEARNING  
ENVIRONMENT**

# 1. INTRODUCTION

At ISB all aspire to use the qualities developed in the IBO Learner Profile/ Attitudes and the school's guiding statements to adhere to the ISB Classroom Covenant. This Covenant states:

- I have a right to be treated with kindness and respect  
(Means no-one will laugh at me, ignore me or hurt my feelings.)
- I have the right to be valued as an individual  
(Means no-one will treat me unfairly because of my appearance, race, colour of skin, my beliefs, accent, sex or ability)
- I have a right to be safe in this school  
(Means no one will hit, kick or push me, taunt me with words, or hurt me in any way.)
- I have the right to be listened to  
(Means I have the right to express my opinions and feelings without being interrupted.)

Everyone at ISB is committed to making our school a safe and caring place for all. We will treat each other with respect, be caring and principled and we will refuse to tolerate bullying, violence, discrimination and harassment in any form. We also believe that these inappropriate behaviors are contrary to the school's Core Values of community, integrity, respect and responsibility.

The purpose of this document is to describe how the school works to promote a safe and healthy psychosocial learning environment through the use of strategies that promote the development of good relations among students and with staff, prevent inappropriate behaviors, and monitor the psychosocial environment, and details how suspicions of or actual cases of inappropriate behaviors will be dealt with.

This action plan is the result of the collaborative efforts of and discussions between and among students, staff and parents. The home-school partnership is vital to the promotion of a good and healthy learning environment for all students. For this reason, the plan has been developed in collaboration with community participation groups. (Student Council, Parent Council, Coordinating and Environment Committee)

The plan contains the following elements:

1. Introduction
2. Contents and definitions
3. Expectations
4. Promotion of a good and healthy learning environment for all students
5. Monitoring of the psychosocial environment
6. Procedure for inappropriate behaviors including bullying
7. Procedure for cyberbullying

8. Procedure for violent and threatening behavior
9. Evaluation of actions/follow up
10. Continuous improvement to ensure a good learning environment

Appendix:

- A. Reporting Form
- B. Yearly Plan

In accordance with Norwegian Education Act §9A of 2017, schools are required to act to ensure a safe and healthy learning environment for all its students.

Action includes five elements:

1. All employees are required to be vigilant
2. All employees are required to intervene
3. All employees are required to report
4. All employees are required to investigate
5. All employees are required to take action

In addition, schools are required to ensure that:

1. A written action plan is made for all serious cases
2. Appropriate documentation is maintained of what is done for each incident and for each part of any action plan by being vigilant, intervening, reporting, investigating and taking action.

## 2. CONTENTS AND DEFINITIONS

This plan contains:

- Promotional strategies which will reduce the risk of hurtful words and actions
- Routines for monitoring of the psychosocial environment
- Actions and routines to resolve cases of inappropriate behavior, including bullying
- A description of the school's systems and procedures to ensure a safe and caring place for all
- Examples of documents and forms which may be used with students, parent and staff

Definition of bullying from the Steps to Respect programme:

"Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose."

Bullying often takes place without prior provocation from the victim's part. Bullying can be both direct and indirect bullying, physical attack or social isolation and exclusion from a group.

Examples of bullying may include:-

- Physical (hitting, kicking, pushing as well as stealing or damaging another person's things)
- Verbal (name calling, teasing someone in a hurtful way, using put-downs, such as insulting someone's race or gender)
- Indirect (spreading rumors, excluding someone from social groups )
- Cyber (the sending or posting of harmful or cruel texts or images using the internet or other digital devices).

Our Aims:

- All members of the ISB community will have an understanding of bullying.
- All students will experience a safe and healthy learning environment.
- To create an atmosphere in which bullying is not tolerated.
- Clear procedures for reporting bullying should be understood and followed by all.

Definition of terms used in this document

<b>Psychosocial Environment</b>	The school's psycho-social environment deals with how staff and students behave towards one another at school. It can also be referred to as the classroom climate or learning environment.
<b>Discrimination</b>	A person is treated unfairly or harassed, because of gender, disabilities, faith, skin color or origin (national or ethnic).
<b>Inappropriate behavior</b>	A term to describe any form of bullying, violence, discrimination and harassment
<b>Intimidating or humiliating behavior (Harassment)</b>	Negative behavior which has the intention to hurt, ridicule or exclude another person.
<b>Ostracism</b>	A person is nearly always excluded from a group or class.
<b>Racism</b>	When someone is treated unequally or subjected to intimidating or humiliating behavior by another who believes that because he/she has a different skin colour, speaks a different language, or has a different cultural or religious background, they are inferior.
<b>Violence</b>	The use of physical power to hurt others.

### 3. EXPECTATIONS

According to the Norwegian Education Act §9 A-4, all who work at a school shall be vigilant to ensure that students have a safe and good learning environment, intervene against bullying, violence, discrimination and harassment, and take the appropriate actions to put a stop to these types of behavior.

All staff have a responsibility to:

- be vigilant
- intervene
- report any suspicions or knowledge of inappropriate behavior
- investigate any suspicions or knowledge of inappropriate behavior
- take action when a student does not have a good psychosocial learning environment, especially if this is a result of inappropriate behavior from a staff member

To monitor for inappropriate behavior, ISB:

- analyses the results of the annual student learning environment survey
- analyses the results of other surveys carried out by the school
- has a focus on student well-being at home-school meetings and parent information meetings
- has good supervision practices in arenas for learning and play
- promotes open and effective home-school dialogue
- has a Student Council suggestion box, which can be used by students to notify of bullying or inappropriate behavior
- has a notification form available through the school web site for use by students and parents

Staff at our school will do the following:

- Acknowledge that it is the child's experience of their psychosocial learning environment that is significant
- Closely supervise students in all areas of the school and playground
- Watch for signs of inappropriate behaviour and stop it when it happens
- Respond quickly and sensitively to reports of inappropriate behaviour using the Steps to Respect Four-A Response (1. **Affirm** the child's feelings; 2. **Ask** questions; 3. **Assess** the child's safety; 4. **Act**: coach the child and explain what will happen next)
- Take seriously families' concerns about inappropriate behavior
- Investigate all reported incidents of inappropriate behaviour
- Complete and lodge a Student Incident Form for each incident
- Report to their line manager immediately if they witness inappropriate behavior by a staff member

Students at our school will do the following:

- Treat each other respectfully

- Refuse to bully, be violent towards, discriminate or harass others
- Refuse to let others be exposed to bullying, violence, discrimination or harassment
- Refuse to watch, laugh, or join in when someone is being subjected to inappropriate behavior
- Try to include everyone in play, especially those who are often left out
- Report inappropriate behavior to an adult.

ISB Parents will do the following:

- Report without delay any concerns about the psychosocial learning environment to the school. A form for this purpose is available on [www.isob.no](http://www.isob.no).
- Report without delay any incidents of inappropriate behavior to the school. A form is available on [www.isob.no](http://www.isob.no) for this purpose.
- Work with the school to resolve issues which arise.
- In order for matters to be resolved at the lowest possible level, refrain from discussing issues with other parents or students.

## 4. PROMOTION OF A GOOD AND HEALTHY PSYCHOSOCIAL ENVIRONMENT FOR ALL

### A. Organisational strategies

Strong leadership and organisation is a pre-condition for systematic and continual work on the students' psychosocial learning environment.

Strategy	Responsibility
Classroom management that has zero tolerance of bullying and that creates an inclusive environment and learning partnership	All teachers and teaching assistants
Teachers unlock classrooms after breaks and lock classrooms after all students have left	Teachers/teaching assistants
Students always under supervision	Teachers/teaching assistants
Clear rules, regulations and consequences displayed in all classrooms as reference points for established expectations	Management team/Board of Trustees
ISB Core Values and IB Learner Profile displayed in all classrooms as reference points for established expectations	Homeroom teachers
Student learning environment survey grades 5 to 10 annually	Management team
Community surveys conducted in connection with self-studies, etc	Management team
Grade 1 students in high-vis vests during breaks	Grade 1 homeroom teacher
Additional staff on playground duty during first two weeks of school year	Counselor, Grade 1 teacher, teaching assistant, interns
Visible and engaged playground duty staff	As per duty schedule
Review of playground duty staff responsibilities annually	Management team
Allocation of staff to students with IBP or ISP	Management team
Training of staff in application of Steps to Respect Four-A Response	Counselor
Application of Steps to Respect 4-A Response	Teachers/teaching assistants
Compulsory use of Second Step and Steps to Respect programmes in Grades 1 through 5	Homeroom teachers
Inclusion of information about cyberbullying/social media use in lower school MCT lessons	MCT teacher
Mobile phones turned off during lessons except when teacher permission is given	All teachers and teaching assistants
Mobile phone hotels in all classrooms grades 6 through 10	Homeroom teachers/DD Upper School
Reporting form available on ISB web site	Management team
Distribution of ISB Action Plan to all families annually and available on web site	Management team/homeroom teachers

Active Student Council, Parent Council and Coordinating and Environment Committee that monitors all aspects of student learning environment	Management team/counselor/community participation groups
All students in Grades 5 to 10 assigned to a House	CS coordinator

### B. Relationship-building strategies

Student-student and teacher-student relationships are key to student well-being and development of learning

Strategy	Responsible
Buddy system for all new students	Homeroom teachers
Grade 5/1 buddies during transition periods	Deputy Director Lower School
Spirit Day and House activities arranged with student input	Student Council/House Captains
House intramural activities at lunchtimes	CS Coordinator/House Captains
Relationship-building activities in first week of school for whole school	Deputy Directors with all staff
Staff listening to students when episodes occur	All staff
Application of Steps to Respect 4-A Response	Teachers/teaching assistants
Classroom rules discussed in homeroom and set at start of each school year	Homeroom teachers/students
One-on-one student/teacher meetings where student well-being is discussed, as preparation for home-school conferences	Teachers/students
Field trips and excursions	Teachers
Well-functioning Student Council	Counselor/students
New students meet with Counselor to discuss transition period	Counselor
PTO events	PTO Committee/Class contacts/Homeroom teachers

### C. Home-school collaboration

Parents and teachers set positive expectations for students and share the same zero tolerance for bullying

Strategy	Responsible
Teachers use time during home-school conferences to discuss student well-being	Teachers
Open communication channels in the home-school partnership with a low threshold for contact being initiated	Teachers/Management team/Parents
The ISB Action Plan is a theme at Parent Information Sessions	Homeroom teachers/Deputy Directors

ISB expects all parents to participate in creating and supporting a positive environment for all students	Parents
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#### D. Strategies which promote well-being

ISB believes that the time invested in activities which promote a good psychosocial learning environment will reduce the risk of bullying occurring.

Strategy	Responsible
Playground games equipment to activate students in break times.	Deputy Director-Lower School
No student is alone at break times.	Playground duty staff
Weekly lunch break activities in gym for lower school students	Deputy Director-Lower School
Intramural games activities for upper school students in gym during lunch breaks	Deputy Director-Upper School
School nurse in school every Monday when she is available for meetings with individual students and/or parents	School nurse
Lower and Upper school assemblies at which students can share their experiences and celebrate IB Learner Profile role models	Deputy Directors
All school assemblies every month where students can share experiences and can celebrate good role models of core values and IB Learner Profile	Director
Allocation of football pitch to different sections of school at different breaks	Student Council
The psychosocial learning environment as topic at Student Council, Parent Council and Coordinating and Environment Committee meetings	Student Council teacher contact; Director
Psychosocial environment as a topic at lower and upper school staff meetings on a monthly basis	Deputy Directors
Psychosocial environment as a topic at IENS team meetings every two weeks	Director
Collaborative staff teams in lower and upper school with a focus on pastoral care of students in addition to curriculum planning	Deputy Directors

#### Further information about programmes

ISB uses a variety of methods for helping children and prevent bullying. We have three preventative programs resources used in Lower School. Kimochis is used in Preschool 4 and Kindergarten. The Second Step program is taught in Grade 1 and Grade 2, and The Steps to Respect program is taught from Grade 3 – 5.

**The Second Step** is designed to promote social competence and reduce social-emotional problems by teaching children skills in the core areas of empathy,

emotion management (impulse control, emotion regulation, anger management), and social problem solving.

**The Steps to Respect** resource has a dual focus on preventative bullying strategies and giving students a variety of relationship skills, including strategies for making and keeping friends and steps for joining a group activity. The Steps to Respect program emphasizes that all members of the school community must take responsibility for decreasing bullying.

## 5. MONITORING THE PSYCHOSOCIAL ENVIRONMENT

### **All staff have the responsibility to be vigilant.**

It can be difficult to identify inappropriate behaviors/bullying especially when it comes in the form of exclusion, put-downs or cyberbullying. School employees can identify when students are not experiencing a good and healthy learning environment by:

- talking and listening to students
- seeing or overhearing other students talk about a situation
- noting changes in a student's behavior or changes in a class or group climate or dynamic
- noting changes in a student school performance or concentration levels in class
- being contacted by parents about an incident/incidents at school
- a student confiding in an employee
- noting changes in who is playing with who
- noting the findings of the sociogram mapping carried out by the counselor in all upper school classes twice annually and discussed at upper school pastoral meetings

### **All staff have the responsibility to intervene.**

ISB has a zero tolerance of bullying, violence, discrimination, harassment and also of other hurtful behaviors. Any employee who witnesses hateful or hurtful remarks or observes more indirect hurtful actions such as exclusion, ostracism or put-downs must intervene to stop the behavior immediately. Staff should also intervene immediately to stop any incidents involving violent behavior, while being mindful of their own safety. In stopping the behavior, staff should not themselves use any type of abusive or hurtful language or behavior.

Staff should be mindful of the school's responsibility to teach critical thinking and respect for the opinions of others when assessing if remarks are hurtful or hateful.

### **All staff have a responsibility to report suspicions of or actual cases of inappropriate behaviors**

All staff should report to the director any observations or suspicions that a student is not experiencing a safe and a healthy school environment, without delay. The Student Incident Form or Health and Safety reporting app HSEQ+ can be used for this purpose. This will ensure that the director and deputy directors have an overview of the psychosocial learning environment for all students and will provide a basis for following up individual cases. Serious incidents should be reported immediately. Other incidents should be reported by the end of the school day following the incident.

It is the responsibility of the director to ensure that reports are dealt with in an appropriate and responsible manner. Serious incidents should be reported by the

director to the Board of Trustees. Examples of serious incidents which should be reported to the Board are:

- Cases involving violence
- More than one student is involved in the bullying of a student
- Cases where the inappropriate behavior has been ongoing for a long period without the management having been able to resolve the situation
- Cyberbullying among ISB students and another school or schools, or threats made through social media

Staff should not be hesitant in reporting their suspicions or observations as the responsibility to report applies to all suspicions. For example, the following may form the basis for reporting:

- observations of students
- feedback from surveys or individual student interviews
- messages from parents or student peers
- activity on social media
- a student saying or indicating that they are not happy at school

#### Inappropriate behaviors by staff members

All staff should be aware that they have a special responsibility to report immediately any suspicions or observed inappropriate behaviors by another staff member. This report should be made directly to the director who is required to report it to the Board of Trustees. If the staff member involved in inappropriate behavior is a member of the management team, then the staff member should report this directly to the Board of Trustees.

#### School nurse

As a health professional, the school nurse is bound by a stronger requirement to keep confidential any information about students. The school nurse may only submit a report that a student is not experiencing a safe and healthy school environment if consent is given by the parents and student involved.

#### **All staff have a responsibility to investigate any suspicions or knowledge of inappropriate behavior**

If a staff member sees or suspects that a student does not have a safe and healthy psychosocial environment, they should investigate immediately. The Steps to Respect Four A Response is a useful tool to use. Any situation as described in the reporting section above, should also be investigated. In order that the solutions found are appropriate, the investigation of any incidents or suspicions is essential.

The responsibility to investigate is stronger for teachers, assistants and members of the leadership team than for a member of the non-teaching staff.

If the inappropriate behavior is being carried out by a staff member, there is a stronger requirement to investigate immediately.

When investigating, staff members should be mindful that it is the student's experience of the situation that is to be investigated. The school should not seek out or evaluate proof for or against inappropriate behavior but rather collect facts about what has happened and what is affecting how the student is experiencing the psychosocial environment. It may be necessary to investigate what has happened previously or situations outside school if these are affecting the student's experience at school.

#### Experiences outside school

Events taking place outside school may be affecting how a student experiences their time at school. If a student is not experiencing a good psychosocial environment at school, the school has a duty to address the problem, no matter if the reason or cause lie outside the school.

When an incident or situation is being investigated, all students involved have the right to be heard. The students' best interests should always be taken into consideration and sensitive information about a student should not be shared with other students. See also Section 6 below.

#### Examples of investigative techniques:

- targeted observation during break time or in class
- individual interviews
- non-anonymous questionnaires
- mapping tools
- sosiograms
- student log entries

The school may need to have individual interviews with the affected student, other students, parents, other staff. During these interviews, staff should be mindful of creating an atmosphere of trust.

#### Examples are:

- Use of clear vocabulary
- Use of thinking time
- Clarification of expectations of the interview
- Awareness of neutral body language
- Use of open questions rather than yes/no questions
- Use of feedback from colleagues on interview technique

Prior to the interview, it is useful for the staff member to ask themselves:

- What do we need to talk about before the interview?
- What do we already know that we can talk about?
- What do we already know that we cannot discuss for reasons of confidentiality?
- What is the goal of the interview?
- What is the purpose of the interview?
- What indicators should I look for to show that the interview is going well?

**All staff have a responsibility to take action.**

The school has a duty to:

- Take appropriate action for any student who experiences that they do not have a safe and healthy psychosocial environment
- Follow up the actions
- Evaluate the effect of actions taken
- Take additional actions or amend those already in place, if necessary

This reflects sound pedagogical practice. It is important to both the individual student and the psychosocial environment of the school as a whole that this duty is carried through, as a safe and healthy learning environment is essential for the development of students both academically and socially.

When has a student informed that s/he is not happy at school?

The duty to take action is activated when a student is not experiencing a safe and healthy psychosocial environment. It is the school's responsibility to discover that a student is not happy at school. The school should never trivialize a student's experience, nor reject or undermine their feeling of insecurity or unhappiness. The school should not set the barrier too high regarding how a student informs of their situation or on the vocabulary these use to describe their experience. It is enough for a student to report orally that they are not happy at school or that they are exposed to a challenging situation.

What if a student does not want to admit that they are unhappy?

The school's responsibilities go further than only acting when a student him/herself informs of an unhappy situation. The responsibility to take action can also be activated when the results of a survey indicate, or when observations are made that indicate a student is unhappy.

It is the school's professional evaluation that determines which actions need to be taken, even when the student is not a willing participant, since the school must always act in the student's best interests. However, the school will consult with the student and listen to his/her input.

## 6. PROCEDURE FOR INAPPROPRIATE BEHAVIOR INCLUDING BULLYING

The procedure given below should also take into account the circumstances of each individual case.

When there is a suspicion or evidence of inappropriate behavior/bullying, the issue should be attempted to be resolved at the lowest level possible:

- i. Teacher who observes the behavior
- ii. Homeroom teacher
- iii. Deputy Director for section
- iv. Director

### Procedure when a report is filed:

- When incidents of inappropriate behavior are reported to staff they will be recorded on an incident form and reported to the homeroom teacher, Deputy Director and Counselor.
- The homeroom teacher will carry out a full investigation and undertake coaching conferences with the students involved where consequences are identified based on the school discipline code. Written report(s) from meeting(s) with student(s) to be filed in student file and copies submitted to Deputy Director and Counselor
- The Deputy Director and Counselor will be kept informed and may be further involved during this process in repetitive or serious cases. Disciplinary steps taken will be recorded on the incident form.
- Parents or guardians informed
- The Deputy Directors will maintain a statistical overview of bullying incidents recorded

The following procedure will be followed:

### 1. Students who have been bullied will be supported by the following steps outlined in the Steps to Respect Program:

Steps to Respect coaching meeting arranged with the homeroom teacher immediately or no later than the next day where the following elements will be covered:

- Affirmation given of the student's feelings
- An opportunity to give information about their current situation and the history.
- Help to identify what has and has not worked in the past
- Help to generate solutions for the future and create a plan with the teacher
- Follow up meeting arranged within one week, to evaluate and see how the agreed plan is working.
- Parents or guardians of victim informed and invited to a meeting at the school

- Report to be written and lodged in student file with copy to Deputy Director and Counselor.

2. Pupils who have bullied will be helped by the following steps as outlined in the Steps to Respect Program:

Steps to Respect coaching meeting arranged as soon as possible with the homeroom teacher where the following elements will be covered:

- Help given to identify the problem
- An opportunity to give information and discuss what happened
- Establishing the wrong doing and need to change
- Apply consequences
- Generate solutions for the future and create a plan with the student to avoid similar incidents.
- Follow-up meeting arranged to see how the agreed plan is working and evaluate.
- Parents or guardians informed and invited to a meeting at the school
- Report to be written and lodged in student file with copy to Deputy Director and Counselor.

3. It is the responsibility of the Deputy Directors and/or Director to ensure and/or assign consequences for bullying based on the school discipline code.

The following disciplinary steps can be taken

- Making amends (repairing, cleaning or replacing item)
- Loss of privileges
- Exclusion from certain areas of school premises
- Parents notified (students phone from school in presence of staff to explain behavior to parents)
- Official written warning sent home
- In house suspension
- Order & Conduct – Comment on or reduction made on conduct grade (Grades 6-10)
- 1-3 days' suspension by the decision of the Director (See Ch 7.502 Student Suspension)

4. The following should also be noted:

The parents/guardians of the victim should always be informed before the parents/guardians of the perpetrator.

5. When bullying has occurred, the parents/guardians of the student(s) who has/have been bullied and those who perpetrated the bullying will be invited to individual meetings at the school. The students will always attend these meetings. The purpose of the meeting will be:

- to emphasize the school's zero tolerance for bullying

- to consider in consultation with the parents if there is need to involve third parties such as school nurse, PPT, police, child protection agency

A written report of each meeting will be made and must be approved by the parents/guardians.

6. A written plan must be made which incorporates the following:

- which problem the plan will address
- which actions the school has planned
- when these actions will take place
- who will be responsible for supervising the actions
- when the actions will be evaluated

A bibliography of all documentation in the case should be added as an appendix. The Deputy Director will be responsible for drawing up the plan and keeping the bibliography updated.

7. The Deputy Director will be responsible for keeping appropriate staff informed.

8. Each incident will be followed up until the bullying has stopped, any agreed improvement targets have been met, and the situation has been normalized.

9. Actions may also need to be taken regarding others who have observed incidents, the group or class psychosocial environment or the entire school psychosocial environment.

10. A written report must be made of any follow up meetings held with the victim(s) and perpetrator(s).

11. When due consideration for the other students so indicates, a student may have enrolment discontinued or re-enrolment refused. Before a decision is made, other measures shall have been attempted. (ISB Policy 7.2011) In such cases, it will be the perpetrator whose enrolment is discontinued or whose re-enrolment is refused.

12. After an issue has been reported to the school, if no action is taken within one week, the student or their parents/guardians can report the case to Fylkesmannen i Hordaland. The Fylkesmann's office will then carry out the necessary investigations to determine if the school has met its legal responsibilities in accordance with the Education Act §§9A – 4, 5. If the Fylkesmann's office determines that the school has not met its legal obligations, then an administrative decision/Enkeltvedtak will be issued which will require the school to carry out the actions prescribed by the Fylkesmann's office. The administrative decision can be appealed.

## 7. PROCEDURE FOR CYBERBULLYING

Normally, the school does not have jurisdiction over a student's free time. However, in some circumstances, incidents may occur outside school time which may impact on a student's experience of their psychosocial learning environment. One type of incident is the use of social media or other digital media to send messages or post hurtful messages or information. This constitutes harassment or cyberbullying.

1. When an offensive or inappropriate message is received by a member of the ISB community from another member, no response should be sent to the message.
2. The message should not be deleted but printed out to keep as evidence.
3. Students should inform their parents/guardians.
4. Students or their parents/guardians should inform their homeroom teacher/school using the form available for this purpose on the school website.
5. ISB will contact the person who has sent the message. ISB will inform the sender that such messages will be kept on file and used as evidence of cyberbullying.
6. If the cyberbullying continues, ISB will then follow the steps outlined in Section 6 of the Action Plan.

## 8. PROCEDURE FOR VIOLENT OR THREATENING BEHAVIOUR

Violent or threatening behaviour shall be taken seriously by ISB. The degree of severity will take into consideration the age/maturity level of the students involved. The Deputy Directors/Director will determine the degree of severity while taking into consideration the student experience of the situation.

Action	Responsible
<p><b>Situation stabilised:</b></p> <ul style="list-style-type: none"> <li>- violence/threats stop</li> <li>- other adults (possible police) called to assist if necessary</li> <li>- other students removed from area if necessary</li> <li>- Deputy Director/Director informed and takes over the situation</li> </ul>	All
<p><b>Victim(s) of violent/threatening behaviour:</b></p> <ul style="list-style-type: none"> <li>- Is given the necessary care</li> <li>- Medical check/treatment if necessary</li> <li>- Parents/guardians informed</li> <li>- Acknowledgement that care will be given and that they are now safe</li> <li>- Victim and/or parents/guardians can also make charges against perpetrator – information about this is given by school</li> </ul>	Home room teacher/Deputy Director/Director  Victim/Parents/guardians
<p><b>Perpetrator of violent/threatening behaviour:</b></p> <ul style="list-style-type: none"> <li>- Meeting with perpetrator and others important to the situation where information is gathered about what happened.</li> <li>- Parents/guardians informed</li> <li>- Reaction/Follow-up plan determined</li> <li>- Collaboration with external resources such as child protection, PPT considered.</li> <li>- Consideration given to contacting the police to register concern by school</li> <li>- Serious incidents to be registered as complaint with police</li> <li>- Reaction in line with ISB's Code of Conduct and Disciplinary Code</li> <li>- Consideration given to administrative decision (suspension, discontinuation of enrolment), if so, information to be given accordingly</li> <li>- With repeated offences, stronger form of disciplinary reaction to always be chosen.</li> </ul>	Homeroom teacher/Deputy Director/Director  Director/Deputy Director/External resources  Director/Parents/Guardians  Deputy Director/Director
<p><b>Other actions:</b></p> <ul style="list-style-type: none"> <li>- Situation in class/section/school to be calmed down and specific class(es)</li> </ul>	Homeroom teachers/Deputy Director

<p>followed up. Same information to all classes.</p> <ul style="list-style-type: none"><li>- Involved adults write up incident report(s) and distribute according to guidelines</li><li>- School's routines to be evaluated and improved if found necessary</li></ul>	<p>Those involved</p> <p>Management team</p>
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## 9. EVALUATION OF ACTIONS/FOLLOW-UP

- The responsibility for following up incidents lies with the homeroom teacher and members of the management team. A member of the management team will follow up each case until all those involved are agreed that further actions are not necessary. The management level follow-up will include completion of documentation to show how each action in the action plan has been completed, and its outcome. The affected student and possibly their parents should be involved in evaluating the success of the actions. If the evaluation indicates that the student is still unhappy or subject to inappropriate behaviour, the school will consider implementing further or more intense actions. Actions may need to be included to address delayed reactions. BUP or PPT could be involved in determining these forms of action.
- The management team will monitor closely the student learning environment survey in regard to bullying and well-being. This to take place each February when the results of the survey become available and before they are discussed by the Coordinating and Environment Committee.
- The ISB Board of Trustees to be presented with an overview of results of the student learning environment survey annually.
- This document to be published on ISB web site, distributed to all parents and homerooms for discussion with students.

## 10. CONTINUOUS IMPROVEMENT TO ENSURE A GOOD LEARNING ENVIRONMENT

*Education Act §9A-3: The school will work on a continual basis and in a systematic way to promote the health, environment and safety of students, so that the requirements of this section of the law are met. The director has the responsibility that this takes place.*

All ISB employees will involve themselves in the continuous and systematic work to ensure a good and safe learning environment for all students. Students should be assured of a school environment where they are happy and get on well together. Our plans and routines must therefore be well-known and followed by all staff.

The following checklist is a guide for employees, students and parents of which actions and strategies are employed to ensure a good and safe environment for all students.

Action/Strategy	Responsible	Time
<b>1. Preventive work</b> - ISB has a focus on ensuring that all students enjoy school and get on well together - the counsellor maps class relationships through a sosiogram twice annually in upper school for discussion at upper school pastoral meetings	Homeroom teachers/all staff	Ongoing
<b>2. Training of employees</b> - Code of Conduct and Disciplinary sanctions - Focus on §9A	Director	August annually
<b>3. Information to students/parents/guardians</b> - Students/parents/guardians informed through ISB Handbook, ISB Action Plan against bullying - Parent information sessions inform about §9A	Homeroom teachers	Autumn annually or when new students start
<b>4. Supervision of students</b> - Playground duty manning levels and assignments evaluated regularly	Management team	Ongoing
<b>5. Code of Conduct</b> - Code and its practice reviewed annually by Student Council and Coordinating and	Director and Board	Spring annually

Environment Committee before final approval by Board of Trustees		
<b>6. Student Council</b> - Student Council is active in work concerning the student learning environment - The student learning environment survey is discussed	Student Council contact teacher	Ongoing
<b>7. Parent meetings</b> - Individual student well-being as theme - Rules/routines regarding birthday parties(lower school) - Rules for use of social media (Upper school)	Homeroom teachers/Class contacts	Autumn annually
<b>8. ISB community participation groups</b> - Student Council, Parent Council, Coordinating and Environment Committee involved in plans, decisions and evaluations regarding student environment	Director and members of community participation groups	Ongoing
<b>9. Annual Report</b> - The Board of Trustees receives a report annually on student environment	Director	September
<b>10. Management and section teams</b> - The student learning environment is a topic at management team meetings - The student learning environment is a topic at section pastoral meetings - The student learning environment is a topic at meetings of the IENS team	Director/Deputy Directors Deputy Directors/section staff IENS team	Monthly Monthly Every two weeks