



Plan for Psychosocial Welfare

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The school has a zero tolerance for bullying

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1. Purpose

The Norwegian Education Act Chapter 9a deals with pupils' school environment. It states that:

"All students in schools and college have the right to a good physical and psychosocial environment that promotes health, well-being and learning. "

The psychosocial environment means the interpersonal relationships at school, the social environment and how students and staff are experiencing this. The psychosocial environment works positively on pupils' health, well-being and learning, security and social belonging.

It is the individual student's subjective experience of being unhappy as the basis for the school management of the Education Act 9a, "Students' Working Environment"

The Norwegian School in London emphasises:

- that work on pupils' school environment is ongoing, protracted and systematic
- that schools, students and parents work together on prevention and awareness-raising
- that clear leadership is essential to prevent, detect and deal with offensive words and actions
- that all staff at the school have an active duty to investigate, alert and intervene if they become aware or suspect that a student is being subjected to offensive behaviour
- that our local initiatives and our ability to communication and cooperation are essential for the work to succeed
- that all new students should be looked after and integrated into their class

2. Introduction

Utdanningsdirektoratet guideline "Combating bullying" gives advice regarding the use of programmes against bullying: "If the school needs help to get started with the work against bullying, a programme can be of help. If the school has a good and stable management organisation that easily implements changes and a good system, the school may find things to combat bullying on their own. " The Plan for Psychosocial Welfare provides the school with a systematic and communal approach to create a good psychosocial environment for all. Furthermore, it describes how the school will handle bullying if it occurs.

The Norwegian School in London is a value-based school. It is our aim to raise standards by promoting core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. The values on which the school focuses will be addressed directly through lessons and assemblies, but also permeate the day to day life at the school. The values that we focus on are:

- Tolerance
- Responsibility
- Kindness & anti-bullying
- Friendship & trust
- Happiness
- Respect & honesty
- Empathy
- Cooperation
- Patience
- Freedom
- Politeness and Courtesy

The above-mentioned core values are all connected with British values. The school actively promotes British values and will challenge any opinion or behaviour in school that is contrary to fundamental British values. The school will not tolerate prejudice or discrimination. Pupils are encouraged to:

- Develop their self-esteem and self-confidence
- Distinguish right from wrong in respect of English law
- Accept responsibility for their behaviour
- Acquire a broad knowledge and respect for public services in England
- Encourage tolerance and harmony between different cultures
- Respect others
- Respect democracy and the basis upon which English law is made
- Appreciate that living under English law protects individual citizens and is essential for well-being and safety.
- Understand that English law protects the freedom of individuals to hold other faiths.

Students at the Norwegian School in London should not be exposed to offensive words or actions such as bullying, discrimination, violence, racism or exclusion at school or on the way to school. Furthermore, the school is aware of their duty to protect pupils from radicalisation, extremism and female genital mutilation.

3. Psychosocial environment

This plan deals with students' psychosocial environment and is based on the following principles:

A	Prevention and awareness-raising activities	Measures that reduce risk that students are exposed to offensive behaviour, and that promotes integration
B	Detection	Methods and procedures used to reveal that students are exposed to offensive words and actions
C	Managing offensive behaviour and handling sanctions	Measures and procedures for problem solving regarding pupils offensive words and offensive actions.
D	Continuous, prolonged and systematic work	The school's systematic work to ensure students have a good psychosocial work environment

Definitions of offensive words and actions

Bullying implies that one or more students say or do bad and unpleasant things against another student. When bullying happens repeatedly, and the person exposed, has difficulty defending themselves.

Exclusion means that someone is often being held outside a group.

Violence involves someone using physical force to hurt others.

Racism involves someone being discriminated against or teased, for example because they have another colour or speak a different language.

Discrimination means that a person is treated less favourably or harassed, for example, because of gender, disability, creed, colour or origin.

These definitions are taken from Utdanningsdirektoratets "brosjyre om elevenes skolemiljø".

In the student survey this definition is used:

Bullying is repeated negative or malicious behaviour by one or more persons towards a pupil who has difficulty defending himself. Repeated teasing in an unpleasant and hurtful manner is also bullying. The conduct must take place two or more times a month or more to be bullying.

Digital bullying is a growing problem. Offensive digital behaviour will be treated by the school as seriously as other offensive behaviour. The school will address digital and other offensive behaviour in parents' meetings and throughout the school.

A. Prevention and awareness-raising activities

9a-3 The psychosocial environment, Paragraph 1.

"The school shall actively and systematically work to promote a good psychosocial environment, where the individual pupils can experience security and social belonging."

Utdanningsdirektoratet underlines the importance of good leadership and a good organisational culture as a basis for a good school environment. Furthermore, the

teachers' leadership within the class, positive relationship between staff and pupils, the environment between pupils & cooperation between school and parent are important factors for the schools psychosocial environment. Echoing this, The Norwegian School in London operates a preemptive policy regarding school environment. We underline the importance of a good and safe place for all, and recognise that a good psychosocial environment will be a consequence of systematic work, engagement, collective experiences and engaged pupils and staff.

The Norwegian School promotes a good psychosocial environment through the following activities:

- Class meetings every week together with the class teacher. Focus on the values highlighted every month throughout the school which are taken from the 'Values at The Norwegian School' document. The school has a list of relevant philosophical questions that can raise awareness amongst the pupils. The DSL will attend meetings if needed.
- Student satisfaction survey twice a year.
- Student / teacher meeting each term.
- Morning assemblies
- Christmas ball
- Nature trail
- Visit different Houses of Worship
- Visit The Study
- Skating day
- Sleepover at school (grades 1. – 2.)
- Sleepover at museum (grades 3. – 4.)
- PGL (grades 5. – 7.)
- Camping (grades 8. – 10.)
- Visit The Norwegian Church
- Pantomime at Wimbledon Theatre
- Concert in St.Martin in the fields
- Student Council
- Safer Internet Day
- Anti Bullying week
- Red Nose/Sport Relief Day

The Ministry of Education (18.01.11) has given advice about what constitutes good practice for work against insulting words and actions and measures that work to combat such behaviour.

Here follows the advice given:

- School administrators and teachers must take responsibility for stopping abusive words and actions.
- Pupils who tell of offensive words and actions made to them or about someone else must be taken seriously.
- Schools must meet parents / guardians with trust and respect.
- The adults must intervene immediately if offensive behaviour is detected.
- Working with a good learning environment prevents cases of abusive actions.
- The school should have a systematic and long-term strategy against offensive words and actions.
- The school's work with the working environment should be based on knowledge.
- There should be a visible presence of adults at all school venues.
- Good classroom management restricts cases of abusive words and actions.

The Board of the Norwegian School in London has decided that the school will use the

following strategies to prevent, detect and stop insulting words and actions at the school:

- Focus on classroom management - including student development discussions.
- "Learning Walks" – Head teacher will come to class unannounced to observe.
- Systematic and long-term work with a strong focus on bullying and other offensive behaviour through a common focus on values every month in addition to class meetings every week. At the first morning assembly of every month the month's value will be presented to all pupils.
- Concerns made will be recorded, documented and filed by using the internal 'Concern Form.'
- Pupil participation through the establishment of class rules at the start of the school year
- The Code of Conduct is presented in each class and to parents each term
- Student council has a voice and the right to attend board meetings
- Parent Involvement through FAU - the right to attend board meetings as well as cooperation between home-school
- Clear communication of the school's expectations regarding the collaboration between home and school.
- Active playground duty. All staff will have focus on the pupils in breaks. They will be attentive and observant, and they will guide children when needed.
- Implementation of pupil survey compiled by Udir from 5th - 10th grade, and an adjusted student survey for 1. - 4.class twice annually.

B. Detection

9a-3 The psychosocial environment, Paragraph 2.

If someone who is employed by the school has knowledge or suspicion that a pupil is being subjected to offensive words or actions such as bullying, discrimination, violence or racism, they should highlight the case and notify the DSL, and if necessary intervene directly.

The Norwegian School in London should in their daily business work to uncover cases of offensive behaviour.

All staff at the school have a duty of action consisting of:

- obligation to make prompt investigation
- obligation to notify the Head teacher/DSL
- duty to intervene

Disclosure may be given by employees, students or guardians who report events of someone experiencing offensive words and actions. The school must ensure that the pupil's subjective experience is treated seriously and that appropriate measures be initiated as quickly as possible. This must be documented.

The school has the following procedures for disclosure:

Task	Responsibility for monitoring
Mapping of bullying and other offensive behaviour occurring twice annually through student / teacher meetings. Tutor report their findings to the head teacher. The head teacher decides further follow-up, and the possible need for reporting /involvement of the Board	Form Teacher/Head Teacher
Investigations of the scale of offensive behaviour through the pupil survey. Carried out twice a year from 5th - 10th grade. Also conducted is school's own survey for 1 – 4 class	Form Teacher/Head Teacher/DSL

Duty roster for supervision of children in social interaction outside (and inside if needed). All participating employees in this scheme are obliged to pay particular attention to pupils who are alone and seek them out possibly to hear the reason for this. Teachers wear hi-visibility vests.	Head Teacher/all staff
General observations in class or other school context	Head Teacher/all staff
FAU- and student council meetings. Communicating the results of pupil and parent surveys.	Governors/Head Teacher/DSL/Staff responsible for pupil's council
Classroom and pupils' well-being is taken up in team and staff-meetings where all teachers and assistants participate. Concerns for individual students reported to relevant teachers, Head Teacher and DSL to ensure that the overall picture is perceived. Internal concern form is filled in when applicable.	Head Teacher/DSL/all staff

On suspicion or knowledge that a student is exposed to offensive words and actions, it should be recorded. Employees/guardians may report this and be expected, in cooperation with DSL, to file an Internal Concern form.

C. Managing

9a-3 The psychosocial environment:

"If a pupil or parent asks for measures regarding the psychosocial environment, including measures against offensive behaviour such as bullying, discrimination, violence or racism, the school should treat the matter pursuant to the rules on individual decisions in the Public Administration Act About School. If it has not been dealt with within a reasonable time, it can be appealed according to the Administration Act as if it had made an individual decision. " (From Udir-3-2017 § 9a-3)

At the Norwegian School in London, all pupils and parents experience being taken seriously if they go to school with a concern that a student is exposed to offensive words or actions. The school takes responsibility and initiative to stop such behaviour. Pupils who have experienced bullying or have exposed others to offensive words or actions, should know that they are followed up by school.

The Head Teacher has overall responsibility for the school to follow up matters relating to the psychosocial environment. When students, parents or staff at the school have revealed that students are exposed to offensive words and/or actions, the school shall ensure that administrative procedures and monitoring is in line with laws and regulations concerning the school. An internal concern form is filed. The Head Teacher and DSL will initiate a meeting with the relevant parties. Following this, measures are initiated in cooperation with the teachers and a plan is made for continuous work relevant to each specific case/pupil/group.

Written procedures:

- Written inquiries from pupils and parents on matters relating to the school environment will be answered in writing by the Head Teacher. The written answer should say what actions the school will put in place to resolve the matter. In an inquiry, the guardians will

receive information on the school appeals procedure.

- When notification by employees about knowledge or a suspicion that a student is exposed to offensive words and actions, the Head Teacher, upon examination, will determine the action the school will put in place to resolve the matter. If the agreed action restricts the pupil's everyday life, it must be made in writing.
- The Board will be informed if matters are not resolved.

The principle of management is that problems are solved at the lowest possible level, but that employees know when matters are to be reported and recorded. The staff knows to whom they can turn when problems cannot be solved at the lowest level.

Phases of problem solving:

	Task	Responsibility	Documentation
1	First observation of offensive behaviour.	All	Notes are made and filed by Form Teacher
2	Conversations with students who experience insults to obtain information and give support. The pupil's subjective experience must be credited with importance.	Form teacher/DSL/ Head Teacher	Notes are made and filed
3	Conversation with guardians of pupils who are unhappy. The school has a responsibility to facilitate good cooperation and to implement a plan of action.	Form teacher/DSL/ Head Teacher	Notes are made and filed
4	Conversation with the student who is bullying. If there is more than one pupil that offends, speak to them one at a time. The purpose of the conversation is to give notice that the behaviour is unacceptable and must stop immediately. Agreement should be made and a plan for continuous work and this should be recorded in writing.	Form teacher/DSL/ Head Teacher	Notes are made and filed
5	Conversation with guardians of the bully. The school is responsible for facilitating good cooperation when it comes to measures that can/should be implemented	Form teacher/DSL/ Head Teacher	Notes are made and filed
6	Evaluation after gathering facts	Head teacher	Notes are made and filed
7	If the decision is made in writing: The Head Teacher must make a decision within one week about whether or not the pupil's rights under 9a is maintained. Head teacher should provide: <ul style="list-style-type: none"> • a judgment on whether the pupil's rights have been upheld • a description of the facts upon which 	Head teacher	Notes are made and filed Written information to the Board if necessary

	<p>the decision is based</p> <ul style="list-style-type: none"> • justification for measures implemented • a plan for monitoring and evaluation of measures taken • clarification about legal implications • explain the procedure for the school complaints procedure and Fylkesmannens complaints procedure 		
8	Enkeltvedtak (individual decision) when there is a violation of rule 9a	Fylkesmannen	Discrepancy report to KFF-KSS
9	If Head Teacher does not find sufficient grounds to take action the school views the matter as resolved.	Head teacher	Notes are made and filed
10	Sanctions: Sanctions must be in line with school policy. The school must document the use of sanctions, as well as considering whether to liaise with other agencies or Fylkesmannen.	Head Teacher/Board	Notes are made and filed
11	Follow-up Situations and all individuals affected are followed up until issues are completely resolved.	All staff/Head Teacher/DSL/ Board	Notes are made and filed
12	If the school is unable to prevent a reoccurrence of offensive behaviour external agencies such as Fylkesmannen, local child welfare or the police can be involved	Head Teacher/DSL/ Board	Notes are made and filed
13	If adults/staff at the school are involved in abusive behaviour towards children- see Child Protection policy.	Head Teacher/Board	Notes are made and filed

For all stages listed above, the parties involved are informed at all times. The Board is always involved where events are severe.

D. Continuous, long-term and systematic work

§ 9a-4. Systematic work to promote health, the environment and ensure the safety of the pupils (internal) *(From Udir-3-2017 § 9a-4)*

The school will actively engage in continuous and systematic efforts to promote health, the environment and the safety of the pupils, so that the requirements in this section of the law are fulfilled.

The Head Teacher and DSL are responsible for the implementation of the physical and psychosocial environment. This means that the school should work systematically to ensure that this is not just something that is done when there are unpleasant situations or at the start of a new school year. The work will run throughout the school year. The plans and procedures must be incorporated and followed by staff when working with matters concerning the psychosocial environment for students.

The DSL is responsible for the daily monitoring of the school's systematic work. School management led by the Head Teacher is responsible to ensure the work is actively,

systematically and methodically carried out. This plan will help ensure that students at the Norwegian School in London experience a safe and social school environment.

The school documents its work in relation to prevention and awareness-raising. These measures should be in line with research-based recommendations and the requirement for systematic documentation and evaluation.

Utdanningsdirektoratet has prepared material for a holistic approach to learning. The material offers concrete suggestions in the following areas:

- classroom management
- relationships between teacher and pupil
- relationships between pupils
- rules and rule enforcement
- social competence and learning
- bullying
- mutual expectations (between participants in the school community)
- cooperation school / home
- the involvement of students in the learning process
- physical environment

4. Values at The Norwegian School in London



Month	Theme	Philosophical questions for class meetings
August	Tolerance & Code of Conduct	<ul style="list-style-type: none"> • What do you think about the schools Code of Conduct, and why do we need to have one? • How are you different / the same as others? • Why is it important to tolerate that people are different than yourself? • How can you tell someone that what they are doing / saying is not ok in an ok way? • How can one have a good discussion with someone with completely different opinions than you?
September	Responsibility	<ul style="list-style-type: none"> • How can we all ensure that the school is a safe and fair place for everyone? • What is the pupils / teachers / parents responsibilities? • What makes someone a responsible person? • Why is it important to behave responsible in a society?
October	Kindness & Anti-bullying (Presentation of the "Bullying circle" in every class)	<ul style="list-style-type: none"> • How does it feel to be kind / unkind towards others? • How does it feel when someone is kind / unkind towards you? • How can you show kindness towards others? • What is bullying? • How does it feel to be bullied? • How does feeling sad affect your way of thinking? • Who can you talk to and what should you do if you are bullied or if you see that someone is bullied? • Who can you speak to if you are upset? • How should one behave in social media? • What is positive and negative execution of power?
November	Friendship & Trust	<ul style="list-style-type: none"> • What defines a good friend? • What does trust mean? • Who is it appropriate to trust? • How can you be trustworthy? • How does it feel to be bullied? • How can you get new friends? • How is it to be new at a school and how should one behave towards new pupils?
December	Happiness	<ul style="list-style-type: none"> • What makes you happy? • Does everyone get happy from the same things? • Describe the feeling happiness

		<ul style="list-style-type: none"> • How can you make others happy? • Is happiness important?
January	Empathy & Code of Conduct	<ul style="list-style-type: none"> • What do you think about the schools Code of Conduct, and why do we need to have one? • What is empathy? • Why is empathy important in a society? • When are you likely to feel emphatic towards someone and why?
February	Respect & Honesty	<ul style="list-style-type: none"> • What is respect and how do you show respect? • What is respectful behaviour? • Why is it important to be respectful of others point of view? • What is self-respect and why is it important? • What is honesty? • Why is it important to be honest? • Should one always be honest? • How do you feel when someone is not being honest with you? • Can you appreciate that someone is being honest and at the same time be hurt by their honesty?
March	Cooperation & Patience	<ul style="list-style-type: none"> • Why is cooperation important in a school? • How do you cooperate well with others? • What does it mean to be patient with someone? • Should one always be patient?
April	Politeness & Courtesy	<ul style="list-style-type: none"> • What is politeness? • When is it important to be polite? • Can you give examples of how a person is polite / impolite? • What does it mean to be courteous? • How are being polite and being courteous related?
May	Freedom	<ul style="list-style-type: none"> • What is freedom? • Why is freedom important? • Does everyone experience freedom? • Does every human have the same amount of freedom (adults / children, health, money ,education and other socioeconomic factors...)?
June	Love	<p>Who do you love and why? What does love mean? Are there different types of love? How does love make you feel? Is it important to be loved? How can you say goodbye and / or keep in touch with people you love?</p>

