



# Wellbeing Policy

## BISS Gausel and BISS Sentrum

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## Table of contents

<b>1</b>	
<b>1.</b>	<b>Purpose ..... 3</b>
<b>2.</b>	<b>Objectives of this Wellbeing Policy ..... 3</b>
<b>3.</b>	<b>Rights and Responsibilities ..... 3</b>
<b>4.</b>	<b>Measures for Promoting Well-Being ..... 3</b>
	Staff Training.....4
<b>5</b>	<b>The school's system for preventing offending behaviour..... 4</b>
	Appendix 1..... 6
	Appendix 2 ..... 7
	Appendix 3..... 8

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## 1. Purpose

This policy is designed to ensure that all students at BISS Gausel and BISS Sentrum experience a supportive, inclusive, and safe learning environment, in accordance with the Norwegian \*Opplæringslova\* (Education Act), Section 12/previously section 9A.

It reflects our commitment to prioritising student well-being and creating a culture of respect and support within our school community.

## 2. Objectives of this Wellbeing Policy

The objectives of this Well-Being Policy are to:

1. Foster an environment that promotes both the mental and physical health of the students.
2. Ensure that all students feel safe, valued, and respected.
3. Identify and address any factors negatively impacting students' well-being.
4. Equip staff with guidelines for promoting and maintaining a positive school environment.

## 3. Rights and Responsibilities

**Students** at BISS Gausel and BISS Sentrum have the right to a safe and positive school environment free from bullying, harassment, and discrimination. They also have a responsibility to treat others respectfully and contribute positively to the school community.

Staff members at BISS Gausel and BISS Sentrum have the responsibility to monitor, support, and promote student well-being. This includes intervening when any form of harm, bullying, or discrimination is observed or reported.

Parents/guardians of students at BISS Gausel and BISS Sentrum have the right to be informed and involved in their child's well-being at school and should communicate any concerns regarding their child's experiences at school.

## 4. Measures for Promoting Well-Being

BISS Gausel and BISS Sentrum are committed to actively promoting well-being through the following measures:

- Social-Emotional Learning (SEL - known in our schools as ELSA). Regular SEL sessions will be integrated into the curriculum to help students develop skills such as empathy, self-awareness, and conflict resolution.
- Student Participation: In line with \*Opplæringslova\* § 12-1, students will be encouraged to actively participate in decisions affecting their well-being, fostering a sense of ownership and responsibility.
- Regular Surveys: Annual or bi-annual surveys will gather students' feedback on their well-being, which will be used to make necessary improvements in school policies and practices.

## Staff Training

To support this policy, all staff members will receive regular training on:

- Recognizing signs of distress or challenges affecting student well-being.
- Providing emotional and social support to students.
- Responding effectively to reports of bullying, harassment, or discrimination.

All pupils in primary and secondary schools have the right to a good physical and psychosocial environment that promotes health, well-being and learning.

The goal of the work with the school environment is to ensure that all students have a safe class and school environment. At BISS Gausel and BISS Sentrum, we must ensure that the classes have a good social and academic environment that works.

When offensive behaviour occurs, the school must act.

Offensive behaviour can be:

- bullying from one or more students who say or do hurtful or unpleasant things to another student
- actions that indirectly offend another such as exclusion and backbiting
- violence which involves someone using physical force to harm others
- racism, discrimination or harassment arising due to e.g. sexuality, functional capacity, creed or skin colour
- digital harassment that can occur at any time of the day in the form of derogatory language
  - 'krenking'- to make a student feel uncomfortable either another student or a staff member by using both verbal and non-verbal gestures.
  - unfavourable images

*Please also refer to Appendix 2 - New Amendments to the Law 1<sup>st</sup> August 2024*

## 5 The school's system for preventing offending behaviour

The leadership must actively work to increase the employees' knowledge of the bullying problem and handling abusive behaviour.

Procedure if school is approached by a student/adult:

1. Be aware of the student's experiences
2. Intervene
3. Discuss and listen to the student/parental or adult's concern
4. Report to SENDCo/Heads of Department/Principal

5. Internal Referral Form completed (Section ga filled in)

6. Create and follow a dynamic (i.e. can change quickly depending on the situation) action plan with observable and measurable goals. Actions are formulated with the child's best interest first and foremost but include input from parents, teachers, the SENDCo and any external agencies which may be relevant to the case.

At BISS Gausel and BISS Sentrum, ga (now known as paragraph 12) concerns are taken very seriously, concerns are discussed in whole departments (MYP pastoral meetings, PYP ga update) on a regular basis, next steps are agreed upon with staff and followed through accordingly.

BISS Gausel and BISS Sentrum are committed to ensuring a safe, inclusive, and supportive environment for all students. By prioritizing student well-being, we aim to create a community where everyone can learn, grow, and succeed.

*Please also refer to Appendix 2 - New Amendments to the Law 1<sup>st</sup> August 2024*

## Appendix 1 – Action Plan for gA Referral



### Action plan for gA referral

What/to whom the case refers:

Description of Measures/Actions	Who is Responsible for Implementation	Start date for implementation	Review date	Comments

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## Appendix 2 - New amendments to the law 1st August 2024

New § 12-4 «All school staff must keep an eye on how students are doing, and if possible intervene if someone violates a pupil. Everyone who works at the school must report to the principal if they suspect or become aware that a pupil does not have a safe and good school environment. This also applies when a student says that he or she does not feel safe and secure. The school must immediately investigate the matter and correct the situation with its own measures. In serious cases the principal must report it to the municipality or the county council. The school must make a written plan for measures to be put in place. The plan must state the following : a. what issues the measures aim to solve b. what measures the school has planned c. when the measures should be implemented d. who should implement the measures e. when the measures should be evaluated The school must document what is being done to fulfill the activity obligation according to the first and second paragraphs, in the format and to the extent that is necessary."

New § 12-5 "If a person who works at the school suspects or becomes aware that another person who works at the school is violating a student, he or she shall immediately report it to the principal. The principal shall notify the municipality or county municipality, unless the report is manifestly unfounded. If a person who works at the school suspects or becomes aware that a person in the school is violating a student, he or she must report it to the municipality or county municipality directly."

## Appendix 3

