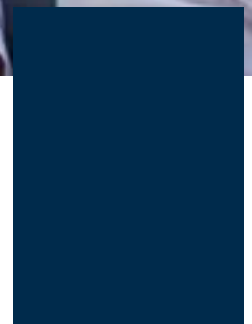




# WELL BEING POLICY

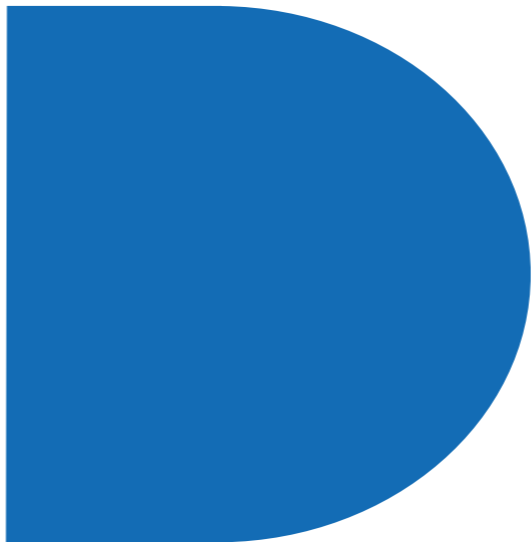
*Creating role models  
for the future*



# Vision and Mission Statements

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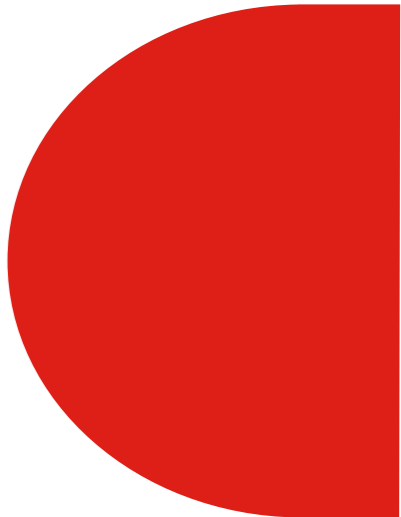
This policy is designed to ensure that all students at BISS Gausel and BISS Sentrum experience a supportive, inclusive, and safe learning environment, in accordance with the Norwegian \*Opplæringslova\* (Education Act), Section 12/previously section 9A.

It reflects our commitment to prioritising student well-being and creating a culture of respect and support within our school community. It shows our commitment to our strategic intent 'role models'

### The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



### BISS Vision Statement

To empower the learning community to become role models who are forward-thinking visionaries and lifelong learners.

### The BISS Mission Statement

At BISS we provide a purposeful and engaging curriculum and a culture that fosters innovation, resilience and continuous growth. We cultivate an environment that promotes empathy, compassion, collaboration, inter-cultural understanding and respect for one another.

We strive to inspire students to be inquisitive, have a thirst for knowledge, and be creative and critical thinkers who actively seek opportunities to make a better tomorrow for future generations.



# Objectives of this Well-Being 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

## IB Learner Profile

**One of the aims for learners in both the PYP and MYP is to further develop their understanding of and apply the IB Learner Profile Attributes in relation to academic integrity. It is hoped that students will be:**

**Inquirers** - we should actively engage in a deeper understanding of academic integrity. This necessitates questioning the underlying principles and exploring the ethical dimensions of academic honesty. Such inquiry cultivates a robust sense of personal integrity and fosters the development of sound ethical judgment – invaluable skills that extend beyond the academic realm.

**Knowledgeable** - we are responsible for acquiring the necessary knowledge to navigate the complexities of academic work ethically. This empowers us to make informed decisions and establish a strong foundation for future academic and professional endeavours.

**Thinkers** - we analyse our own learning processes, ensuring they adhere to the highest ethical standards. This self-reflection fosters personal growth and cultivates the intellectual honesty essential for lifelong learning and personal development.

**Communicators** - we are encouraged to foster open and honest dialogue with our teachers and peers regarding academic integrity. Effective communication fosters a trusting and supportive learning environment where academic integrity can flourish.

**Principled** - we are expected to uphold academic integrity as a fundamental principle. By adhering to this principle, we cultivate a strong moral compass and establish a reputation for honesty and trustworthiness – qualities that are highly valued in all facets of life.

**Open-minded** - we should be receptive to feedback and willing to learn from any instances where we may have fallen short of upholding academic integrity. This involves accepting responsibility, learning from our mistakes, and making amends. This open-mindedness fosters personal growth and a deeper understanding of ethical conduct.

**Caring** - we should recognize that academic integrity is not solely about individual achievement but also about creating a fair and equitable learning environment for all members of the school community to contribute to a positive and supportive learning environment where all students have an equal opportunity to learn and grow.

**Risk-takers** - we should be willing to embrace the challenges of independent learning and strive to achieve our academic goals with integrity requiring us to step outside our comfort zones. By taking these calculated risks, we develop resilience, self-reliance, and a strong work ethic – qualities that will serve us well throughout our lives.

**Balanced** - we should strive to maintain a healthy equilibrium between our academic pursuits and other essential aspects of our lives. This includes prioritizing our well-being, cultivating meaningful relationships, and pursuing personal interests outside of the academic realm. By maintaining this balance, we reduce the pressure to resort to dishonest short-cuts and cultivate a more fulfilling and enriching educational experience.

**Reflective** - we should regularly engage in introspection and reflect upon our experiences with academic integrity. This involves examining our motivations, identifying areas for improvement, and acknowledging our successes in upholding ethical standards. This ongoing reflection fosters a deeper understanding of ourselves and our values, guiding us towards becoming more responsible and ethical individuals.

# Rights and Responsibilities

**At BISS Gausel, across both IB programs, students, parents, and teachers are entitled to certain rights and likewise have responsibilities which are outlined below:**

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.

## 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 1st August 2024*

# 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 9a 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, 9a (now known as paragraph 12) concerns are taken very seriously, concerns are discussed in whole departments (MYP pastoral meetings, PYP 9a 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 1st August 2024*

# Appendix 1 – Action Plan for para 12 Referral (previously para 9A)



## Action plan for 9A referral

What/to whom the case refers:

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



## 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- this can be another student or an adult.

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:

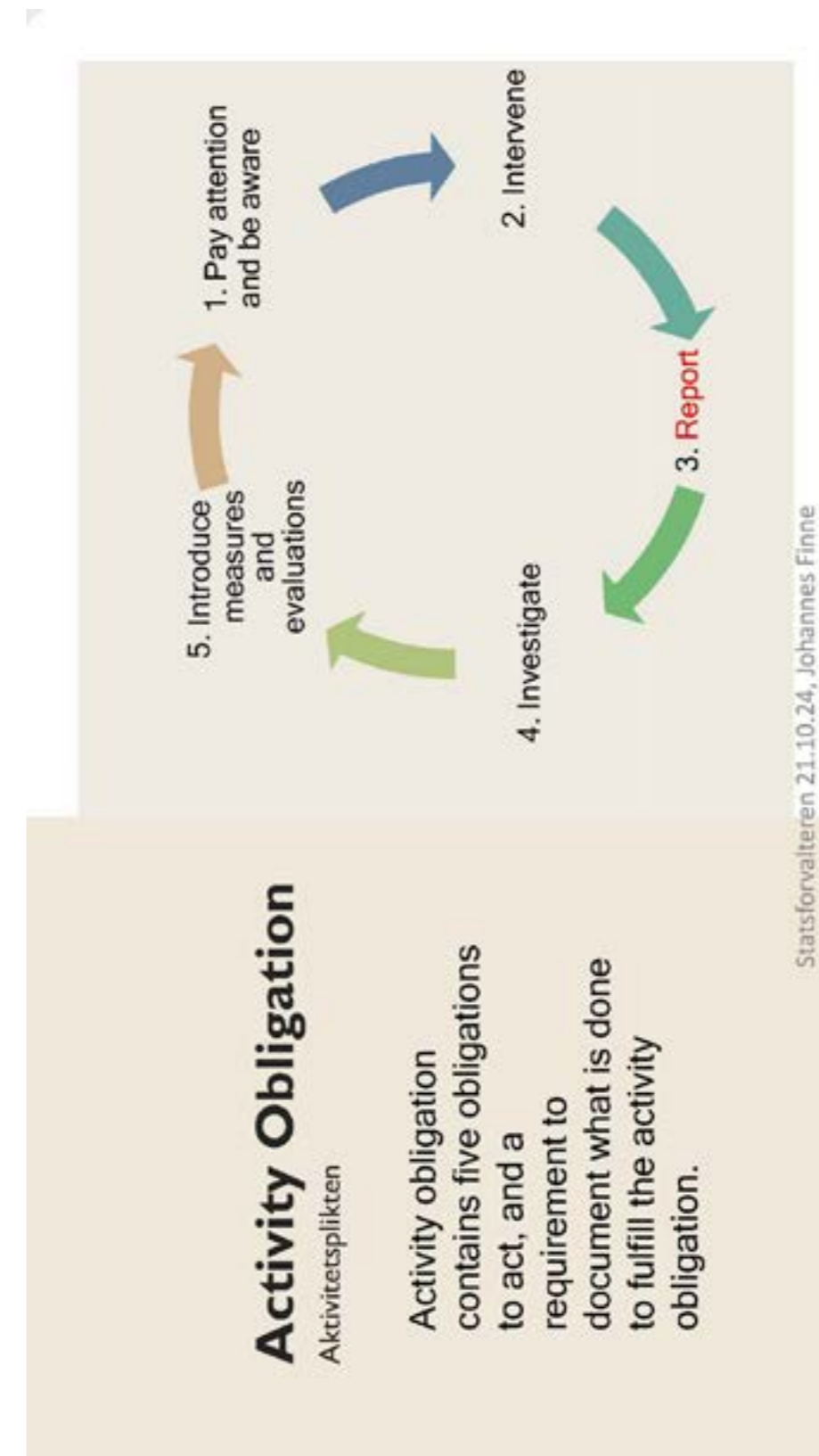
- a. what issues the measures aim to solve
- b. what measures the school has planned
- c. when the measures should be implemented
- d. who should implement the measures
- e. when the measures should be evaluated

The school must document what is being done to fulfil 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.”

At BISS Gausel and Sentrum, all members of staff have received training in this new area of the law.

## Appendix 3 Activity Obligation





**BISS GAUSEL**

**BRITISH  
INTERNATIONAL  
SCHOOLS**  
OF STAVANGER



**BISS SENTRUM**

**BRITISH  
INTERNATIONAL  
SCHOOLS**  
OF STAVANGER

Policy reviewed Aug 2024

BISS Gausel - Organisation No 920222315

BISS Sentrum - Organisation No 818476272