

Title: School rules at International School Telemark

Approval by: Principal

1 Chapter 1 Introduction

1.1 Legal basis

These School rules are issued in accordance with the Private School Act § 3-9.

1.2 Contents and Scope

These regulations contain rules of conduct, rules for the measures to be used against students who violate the rules (sanctions) and rules for procedures for dealing with how such matters shall be dealt with (procedural rules).

IST is responsible for students in the teaching environment, at events, on excursions, etc. where students are under school management. This means that the school rules apply to all types of situations and environments such as classrooms, common rooms and outdoor areas, on the way to school and when students have instruction other than on school grounds, such as in projects, school camps, study tours.

2 Objectives, students' rights and obligations

2.1 Aim

IST can be characterised of a community of students, parents and staff, where students learn to see themselves as having a shared responsibility for a good community environment, where the central values such as respect and tolerance are emphasized.

These regulations are for the school and are used as an instrument for achieving such a goal. The regulations assume that school is for the benefit of students and that students wish to contribute to a good school community for all.

2.2 Student rights

As a student you have both rights and obligations. You are entitled to:

- Be treated in a proper manner by everyone
- Respect by others of yourself and your possessions
- Be free from physical, psychological and verbal harassment / bullying
- Have a good learning and school environment

2.3 Students' obligations

You have a duty to:

- Work to achieve a positive school environment
- Treat others in an appropriate fashion

- Show respect to others and their belongings and look after the school environment
- To not harass or bully others, either physically, mentally or verbally

2.4 Teacher's role

Teachers have a responsibility to implement and maintain the behavioural policy throughout the school. This is not limited to the classroom but incorporates all facets of the school environment. Teachers have a constant duty of care to the students, ensuring the behaviour policy is adhered to at all times in and around the school day. Clear guidelines and expectations are detailed in the teacher's job description. All teachers are required to familiarise themselves with this documentation.

2.5 Class tutor's role

In addition to the paragraph above, the MYP class tutor is a primary member of the pastoral care team and deals with issues referred by subject teachers or other peer\external agencies. The assigned tutor period can also be used to address behavioural issues and discuss other student-related concerns.

2.6 Pastoral Leader

One of the functions of the pastoral leader is maintaining an overview of the school environment and working closely with all staff within each department. They may also liaise with external agencies when required in order to better facilitate student well-being and development. The pastoral leader largely facilitates a preventative role at IST where they develop whole-school behavioural ethos and address such school-wide issues as bullying. The PYP coordinator and the MYP coordinator are the pastoral leaders within their respective departments and IB programmes at IST.

2.7 Parents

“Parenting plays a key role in children’s **learning**, and the development of their **‘Learning-Skills’** – it becomes a family affair. If **parents** overlook this opportunity, and responsibility, then one key area of success is missing.”¹

At IST we consider parents to be an essential key to establishing good behaviour and work ethic at school. It is important that the parents support and reinforce the values we try to maintain. Clear lines of communication need to be established between the parent body and the school in an effort to provide the best support possible for our students.

“Nobody learns in isolation, or from just one source. Every experience, and interaction with others, adds to learning, knowledge, and wisdom. If education, in its broadest sense, is just left to the school, then the student is being short changed, because the home and **family** have a tremendous influence, positive or negative, on a student’s attitude and success.”²

3 Rules, rewards and sanctions

3.1 Rules for conduct and behaviour

The school is a learning environment and workplace for many people, both children and adults. Together we have a responsibility for how things work at the school. It is important to create a good working environment for both students and staff at school.

¹ <http://www.memoryskills.com.au/page%20eighteen.htm>

² <http://www.memoryskills.com.au/page%20eighteen.htm>

All students must follow the normal rules of society, including general good manners. This means that students will:

- Show consideration and respect for others
- Show respect for the teaching environment and work to achieve their full potential during school hours
- Meet deadlines and targets
- Do school work on time
- Maintain good order
- Do their best to keep school grounds clean and tidy
- Take good care of everything that belongs to the school, both indoors and outdoors and take care of textbooks and other instructional materials
- Take good care of personal belongings and as best as possible avoid taking valuables to school.

The following are not permitted:

- Swearing, fighting or general disturbance of others work or play environment.
- Racist statements and actions
- Bullying
- Sexual harassment
- Harassment on the grounds of religion or belief

3.2 Rewards

Positive Praise and Awards

It is important that when students meet or exceed our expectations they should be rewarded. Positive praise is very important and should be the focus within the school for behaviour, academic excellence and attitude. This can apply to work, effort, or behaviour. There are three basic levels:

- Level 1 – Written or verbal comments and class award systems

It is so important that students know when they have done well, and just a simple “Well done!” or similar statement is a positive reinforcement of acceptable behaviour. Class teachers and subject tutors can give out bronze awards when students work particularly well, demonstrate attributes of the IB Learner Profile, are especially creative, and/or demonstrate respect and care to others and the school. This can be given as stars/comments on work or verbally, and can be also put on the school discipline record system (*ManageBac*) as positive feedback. This kind of award is more common and class based compared to the following levels of award.

- Level 2 – Silver Award (Certificate)

If a student significantly exceeds expectations they should be rewarded with a silver certificate. This can be rewarded for a piece of excellent work, a show of unexpected extra effort, or for behaviour – such as helping a younger child in the playground. The tutor or class teacher informs the student’s parents by e-mail and the student is presented with the award at assembly.

- Level 3 – Gold Award (Certificate)

If a student produces an original and outstanding piece of work, an exceptional amount of effort or an exemplary personal action then they should be given a Gold Certificate. The tutor or class teacher informs the student's parents by e-mail and the student is presented with the award at assembly. Gold awards are given at the final school assembly of the year to students who have demonstrated the attributes of the IB Learner Profile and the school mission statement consistently throughout the year.

Frequency

As suggested above the Gold Certificate should be the 'Gold Standard' and should be a rare and cherished occasion. Silver should be awarded when the teacher feels it is suitable but it still should be seen as a special event. Different targets should be set for different students. The reasons for receipt of a certificate may vary from student to student.

3.3 Types of sanctions

Violation of rules or regulations may be sanctioned under the provisions of this Chapter, unless otherwise noted.

All sanctions should be made such that students can understand what rules have been broken and why the school is obliged to respond to the breach. The sanctions should be proportionate to the breach of the rules. The student should, if possible, be given the opportunity to make up for their action.

The following are the measures taken:

Once the student is informed of the expectations placed upon them, they must realise that breaking these rules has a consequence. It is important that the student knows what they are doing wrong and are made aware that this is a choice **they** have made. In any given lesson a student may reach one of three level explained below. Every time they break a rule they move to the next level. The sanctions below are only a suggestion, based largely on the fact our students are well behaved and we have supportive parents. Again, these levels should be on display in every classroom.

Level 1 – Verbal Warning

If a student fails to follow the class rules then they should be given a verbal warning. It must be clear to the student that this has been issued; it must also be clear what they have **chosen** to do wrong. Before implementing a verbal warning the student may receive an informal request to behave appropriately. This will be a teacher's professional judgement as to whether it is necessary to immediately give a level 1 verbal warning. Instances where the behaviour has been previously discussed, for example regarding equipment, coats etc. an immediate verbal warning may be appropriate.

Level 2 – Written Warning

If a student breaks a rule for a second time then they are told they will receive a written warning. This will take the form of an e-mail to the child's parents informing them of the incident. At this point the teacher fills in an incident form (see appendix) which is passed to the student's tutor.

Level 3 – Removal

If a student reaches a level 3 warning they should be removed from their lessons for the rest of the day to work in a quiet area (or with their tutor). **The Principal must be informed and involved.** This would be considered an **enkeltvedtak** and be subject to the same procedure as all individual decisions. At this point the school would make verbal contact with the parents and usually arrange for a meeting. Most issues would be resolved prior to reaching this point. This should only be used for exceptional cases.

Serious Incidents

If a student is involved in a serious incident, for example fighting, then they should be removed immediately without going through the three stages. In these instances, parents are to be contacted and in most instances students will be sent home. Again, this would be an **enkeltvedtak**.

Report Card

If a child becomes a consistent offender (for example, but not limited to, 3 level 2's in a week) then the student will be placed on report. This involves the student being given specific targets, for example to bring the correct equipment. This requires the teacher of each lesson to make a comment and sign the report card (see appendix).

Target cards

The purpose of target cards is to help students develop in areas they are having difficulty. Target cards are drawn up by the class tutor in collaboration with other staff members and are to be regularly monitored and signed. Both the report card and the target card are located on the policies folder, under the discipline folder.

Clarifications

Subject teachers are free to add their own individual classroom rules as long as the students are clearly informed. Student start every lesson (double periods of a subject count as a single lesson) with a 'blank sheet', consequences cannot be carried over.

ManageBac Online system

Any behavioural instances must be entered into the online system, *ManageBac*. This is to ensure that other subject teachers are aware of any developments and that these instances are registered from an administrative perspective. Tutors are to keep an overview of warnings that have been issued for their class and identify any areas of concern that can be brought up at staff meetings or with the pastoral leader.

As a general rule, the above sanctions are followed. In special circumstances, less severe sanctions may be imposed. If violations of school rules and regulations have taken place, the same applies. Students are required to comply with the imposed sanctions.

Corporal punishment and other abusive treatment are not allowed. When referring to physical punishment this does not refer to the physical labour associated with repairs, cleaning or washing duties imposed on the students for misdemeanours by themselves or others.

Collective punishment cannot be used for acts committed by particular members of a group.

3.3.1 Suspension (Private School Act, § 3-10)

A teacher can remove a student for the remainder of a lesson. However anything more than one lesson must be done only by the principal and is an individual decision (enkeltvedtak). Such decisions are communicated to parents in writing both in English and Norwegian. The parents have the right to appeal against such decision in writing. These appeals are reviewed by the board and then sent to fylkesmannen (County Sheriff) for referral and assessment.

In extreme cases, the school may decide to suspend students for their actions. Under Norwegian law, the school is permitted to suspend 8th to 10th year students for up to 3 days, while students in Years 1 to 7 may be suspended from the teaching of individual lessons and the rest of the day. The suspension will be proportionate to the offence and will be decided by the Principal in consultation with the programme (PYP/MYP) coordinator. Before a decision is made, the student shall have the opportunity to explain their actions verbally and may have a representative accompany them and the opportunity to take corrective measures, such as the use of student mediation and / or conflicting advice. In all such cases an enkeltvedtak is written.

Parents/guardians of students shall be notified before any student is suspended. See also section 3.5 Formal Written Decision (Enkeltvedtak) of these rules.

3.4 Specific violations and sanctions

3.4.1 Unauthorised absence

If students are late or are absent from school without permission, parents\guardians will be contacted to confirm the cause of late-arrival/absence. The measures taken must be viewed in the context of the cause and possibly the frequency of the absenteeism.

Parents should be involved when absenteeism, including late-arrival, is affecting the student's learning and is also disruptive to the whole class learning environment. Parents must also be informed about the responsibility they have for the student's attendance in accordance with Education Act § 2-1.

In connection with permitted leave or other authorised absence from school, the school will refer to the 'authorised absence rules' (see appendix for the criteria for school absence and also a link to the relevant Norwegian legal regulations).

3.4.2 Bullying and violent behaviour

Violence or threats of violence is not tolerated at IST. Bullying is defined as physical and/or psychological attacks that over time are directed against one or more students and / or employees. This also counts as violence.

The school has an anti-bullying policy that is accepted by the Board. Students who threaten violence or acts of violence can be suspended from the teaching / school (refer to suspension under 3.3). Parents of the parties involved will be contacted by the school. Serious violence could result in prosecution.

3.4.3 Bringing dangerous objects to school.

It is not permitted to bring hazardous items to school when it is unlikely that they will be used for appropriate purposes.

Hazardous items can be confiscated by the school. Illegal items may be handed over to the police. Other seized items will be delivered to the student's parents after school hours.

3.4.4 Illegal substances

It is illegal to be intoxicated, to use, store, sell or be in possession of tobacco, snuff, alcohol, or other drugs on school grounds. The school may confiscate any inappropriate substances that are carried on school grounds. Any illegal substances may be handed over to the police. Parents will be informed immediately.

3.4.5 Vandalism

Vandalism may apply to school buildings or other property belonging to students, staff and school. Intentional or negligent damage or vandalism on school property and equipment can result in a claim against parents/guardians. The same applies to loss or destruction of books and other equipment, see injury compensation Act § 1-1 and 1-2.

Students engaged in vandalism, may be ordered to clean up and repair any damage caused. The work should be proportionate to the infringement and something the student is capable of doing.

3.4.6 Mobile phones and use of Internet

Using a mobile phone

Mobile phones are not allowed to be used by students during school time without the express permission of teachers. In the event of unauthorised usage the mobile phone may be confiscated for the rest of the day.

For repeated violations of the rules for using mobile phones, the phone will be confiscated and must be picked up by parents with a letter about what happened, with a reminder that repeated violations of school rules may result in a reduced behaviour grade.

Internet

Schools' internet access will generally only be used for teaching purposes. This also applies to the use of e-mail. This rule does not mean that the school's Internet access may be available for students outside of the organized teaching time.

Grades 9 and 10 are permitted to use their laptops during break times as long as the content being viewed is appropriate.

If students violate rules, depending on the situation, may be deprived of the right to use the school's internet.

If students break the rules, this can lead to action under section 3.3 in these rules. Unlawful conduct can be prosecuted.

3.4.7 Consequences of cheating

Cheating or attempted cheating has consequences for assessment / grade in order and conduct. If a student has cheated in a test situation, the sample will be void. Pupils in secondary schools should be notified of the possibility of not getting end of term/mid-term grade.

Examination in a subject can be annulled if the student has cheated or attempted to cheat on the exam. The question of cancellation of the exam in the subject is to be decided by the rector. Decision of annulment of the examination can be appealed to the Fylkesmann. The student is still entitled to complete the exam on exam day.

3.4.8 Criminal Offences

If there is suspicion of criminal offenses, the principal can ask for police assistance. The pupil's parents / guardians shall, as far as possible be notified verbally at the same time as the police-requested assistance. Parents / guardians shall be notified in writing of the matter that is sought police assistance.

3.5 Formal Written decision (Enkeltvedtak)

The decision to suspend a student for one full day or several days will be recognised as a formal written decision in accordance with forvaltningsloven (see Chapter 5). Other sanctions and corrective measures will not normally be a formal written decision. If the decision is considered to have great significance for the individual student (e.g decisions about exclusion of certain events), the principal should consider following the procedure of a formal written decision.

3.6 Reporting to the police

Unlawful conduct on school grounds can be prosecuted. It will normally be the person victimised who must deliver the police report. The school may help with the police report.

4 The determination of grades in order and conduct

When determining the grade for *order and conduct*), whether students adhere to school rules should be observed.

Unauthorised absence may lead to reduced grade in *order and conduct*.

When determining the final grade in behaviour the school needs to take note of the students behaviour on the school property and in any other area associated with school activities or areas of responsibility. The school should also focus on how students behave towards other pupils, teachers and other employees. One can also take into account how students behave against each other on their way to school.

When determining the grades in order and conduct emphasis should usually not be placed on isolated or singular incidents.

5 Procedures

Consideration of a breach of the regulations follows the procedural rules of the Public Administration Act (Forvaltningsloven) including Chapter III - Chapter VI. By decision, the following procedures shall be applied:

- 1 The school is obliged to ensure that the case is properly documented, and the decision is justifiable in accordance with the nature of the case.
- 2 Before any serious corrective measure is implemented, students have a right to explain themselves to the one that will make the decision. The student is entitled to have a person accompanying them to any meeting. The decision must be justified.
- 3 Justification should be given at the same time as the notification of the decision to the student, unless special circumstances make this difficult. Justification can be given verbally, however in the event of formal written decisions or other extenuating circumstances, written justification should be given.
- 4 Student's parents shall receive information about the incident and the decision that the school has made. Their right to appeal according to the Public Administration Act shall be stated. For serious violations, the information should be provided verbally before actions are taken. For less serious offenses information can be given at the next parents meeting.
- 5 Fylkesmannen is the point of appeals of formal written decisions under the Education Act § 15-2. An appeal against a decision will be sent first to the school that made the decision. If the school does not rescind their decision, the complaint may then be submitted to the fylkesmann for appeal.

6 Enactment and Publication

Rules regarding order and conduct are to be made known to pupils, parents / parent and staff each year at the start of the school year. The regulations shall at all times be available on the school website.

Appendix - Authorised absence

The school accepts the following authorised absence:

- Up to a day's leave of absence - written documentation to the class teacher stating date, time and reason
- Up to 2 weeks leave of absence - written request to the principal stating dates, destination and why this is being done during school time

The principal will refer requests for anything over two weeks to the kommune skolesjefen as per Norwegian law.

The school adheres to the following Norwegian regulations:

- **Opplæringslova:**

§ 2-11. *Permisjon frå den pliktige opplæringa*

Når det er forsvarleg, kan kommunen etter søknad gi den enkelte eleven permisjon i inntil to veker.

Elevar som høyrer til eit trussamfunn utanfor Den norske kyrkja, har etter søknad rett til å vere borte frå skolen dei dagane trussamfunnet deira har helgedag. Det er eit vilkår for retten at foreldre sørgjer for nødvendig undervisning i permisjonstida, slik at eleven kan følgje med i den allmenne undervisninga etter at permisjonstida er ute.

- **Privatskolelova:**

§ 3-13. *Permisjon frå den pliktige grunnskoleopplæringa*

Når det er forsvarleg, kan skolen gi den enkelte eleven i grunnskolen permisjon i inntil to veker. Ved avgjerd etter føresegna gjeld forvaltningsloven. Avgjerd om permisjon er enkeltvedtak, jf. forvaltningsloven § 2. Departementet er klageinstans.