



STAVNAKER MUNICIPALITY

THE RIGHT TO A SAFE AND GOOD SCHOOL ENVIRONMENT AND ACTION DUTY BY THE EDUCATION ACT §§ 9a-2, 9a-4

Action plan by the Education Act § 9a-4

Date: 16.09	
Present during the preparation of the action plan:	Preben Jonessen (students' dad) Janne Boe (class teacher) Pernille Nilsen (Deputy Head)
Who notified about suspicion and when?:	Preben Jonessen, notified 04.09.
Student name, class:	Markus Jonessen, class 9c
When was the investigation conducted?	From 5.09 until the 13.09.
How was the investigation conducted?	Increased inspection and observation during breaks, conversations with concerned student and other students involved
Which problems will the measures solve?	Negative conduct directed towards student, exclusion from activities during breaks.

Which measures are planned by the school?	When?	Responsible?	Time of evaluation?
Increased inspection and observation	05.09 – 27.09	Pernille Nilsen	27.09
Conversations with involved students	05.09 – 07.09	Janne Boe	09.09
Conversations with parents and students who are involved	05.09 – 09.09	Janne Boe	09.09

Pernille Nilsen

Signature, school

Preben Jonessen

Signature, guardians



STAVNAKER MUNICIPALITY

Guardians of: Markus Jonessen

Stavnaaker 28.10

Closing of case about student's experience of offensive words or actions (the Education Act §§ 9a-2, 9a-4).

Student: Markus Jonessen, class 9c

We refer to measures dated September 16th.

In evaluation meetings on the 9th and 27th of September the measures were evaluated.

Present in the evaluation meetings: Preben Jonessen (student dad), Janne Boe (class teacher), Pernille Nilsen (deputy head) and Andrine Sætre (principle).

The evaluation demonstrate that the measures have had good impact. Markus is experiencing that the behavior he has been exposed to has stopped. He does no longer feel violated at school.

The case is hereby closed.

All the best,

A handwritten signature in cursive script, reading "Andrine Sætre", is written over a horizontal line.

Andrine Sætre, principal at Stavnaaker Lower secondary school

In the Act relating to primary and secondary education ([the Education Act](#)) it is stated:

Chapter 9 A. The Pupils' school environment

§ 9 A-2. *Right to a good physical and psychosocial school environment*

All pupils are entitled to a good physical and psychosocial environment conducive to health, well-being and learning.

§ 9 A-4. *Obligation to act to ensure pupils a good psychosocial school environment*

Everyone working at the school must keep an eye on the pupils to ensure they have a good psychosocial school environment, and if possible, intervene against violations such as bullying, violence, discrimination and harassment.

Everyone working at the school must inform the head teacher if they suspect or find out that a pupil does not have a good psychosocial school environment. In serious cases, the head teacher must inform the school owner.

When it is suspected or known that a pupil does not have a good psychosocial school environment, the school must investigate the matter as soon as possible.

When a pupil says that the psychosocial school environment is not good, the school must to the extent suitable measures are available, make sure the pupil has a good psychosocial school environment. The same applies when an investigation shows that a pupil does not have a good psychosocial school environment.

The school must ensure that the pupils involved are heard. The best interest of the pupils must be a fundamental concern in the school's work.

The school must draw up a written plan when measures are to be implemented in a case. The plan must describe

- a) what problem the measures are to solve
- b) what measures the school has planned
- c) when the measures will be implemented
- d) who is responsible for implementation of the measures
- e) when the measures will be evaluated.

The school must document what will be done to comply with the obligation to act pursuant to the first to fifth subsections.