



Ombudet for
barn og unge

Akershus, Buskerud og Østfold

Together for a safe and positive school environment

Foreldremøte – Døli skole 4. – 7.
trinn

Janne Myraas
5. mars 2025





Who are we?

- 7 employees
- Provide advice and guidance, low-threshold services, and confidentiality
- Responsible for identifying irregularities by closely monitoring the systems and reporting concerns when necessary
- Reports to the County Councils in Akershus, Buskerud, and Østfold

Which arenas do we work in?



«Folkehøyskoler»

«Russetiden»

Birthdays

The
marching
band

The sports
club

Kindergarten 0-6
years

Elementary school
6-13 years

The middle school
13-16 years

High school
16 years and up

The
playground

Religious
communities

In front of
the screen

The youth club

«Kulturskolen»

The
girls/boys
scout

The hiking
association



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Values



§ 12-2: The right to a safe and positive school environment

- § 12-2 continues the § 9 A-2
- The addition of the term 'inclusion' provides a comprehensive description of what is needed for the school environment to be safe and positive.
- The provision covers both the physical and psychosocial environment.



Todays § 9 A-2

«All students have the right to a safe and positive school environment that promotes health, well-being, and learning»

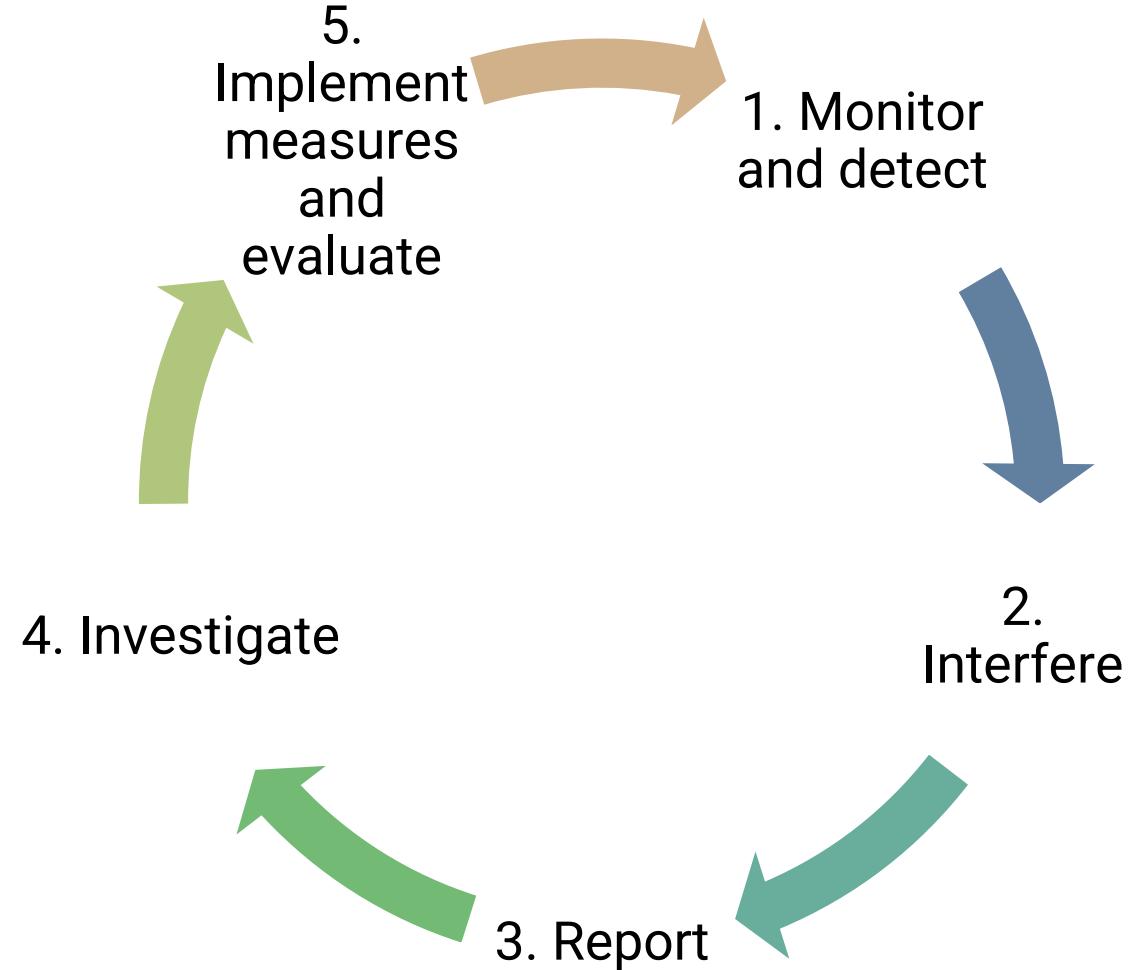
New § 12-2

«All students have the right to a safe and positive school environment that promotes health, inclusion, well-being, and learning.»



The duty to act

- The duty to act includes five obligations to take action, as well as a requirement to document what is done to fulfill the duty to act.



* Document what is done to fulfill the duty to act

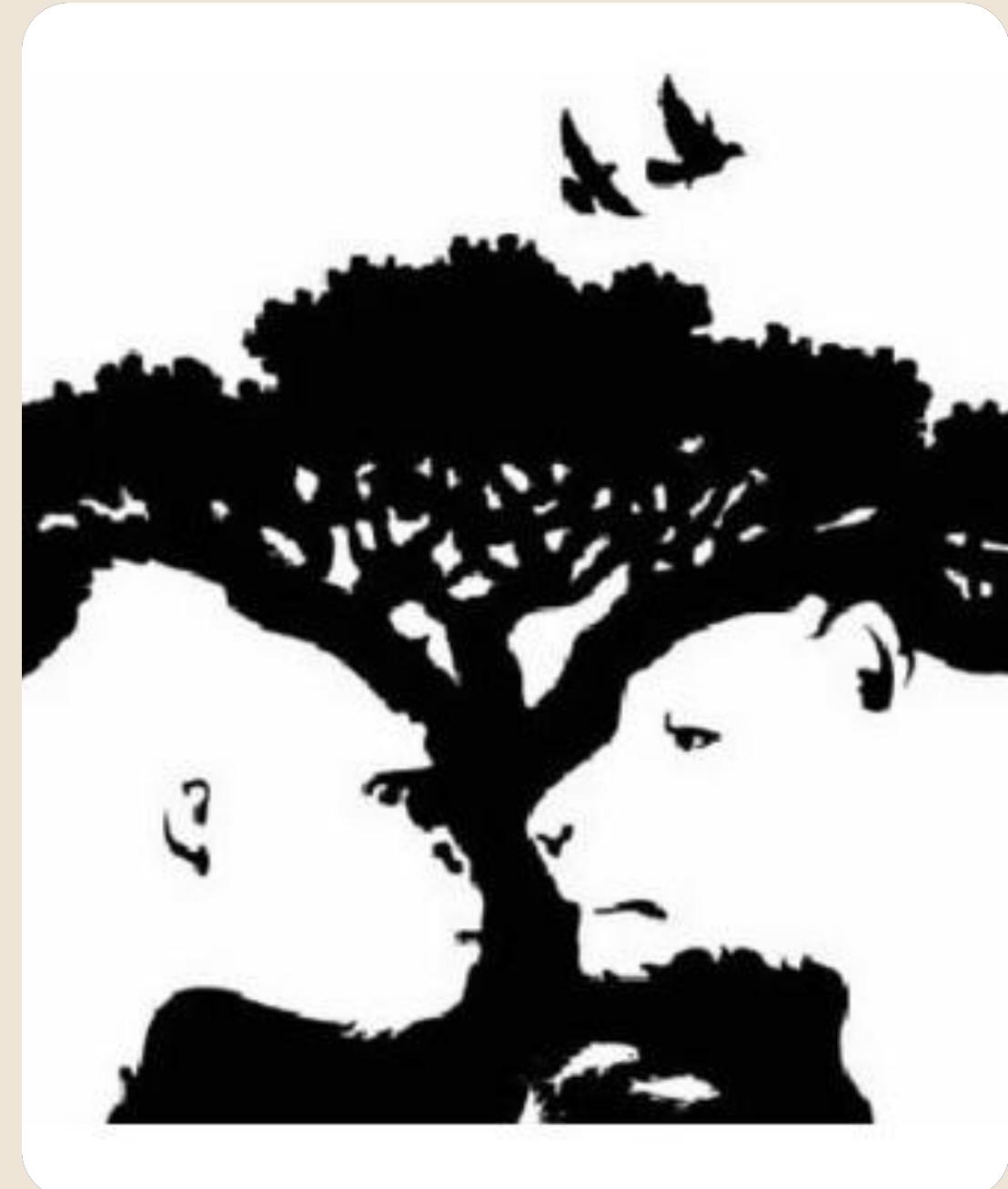


Opplæringsloven § 12-3.

Zero tolerance

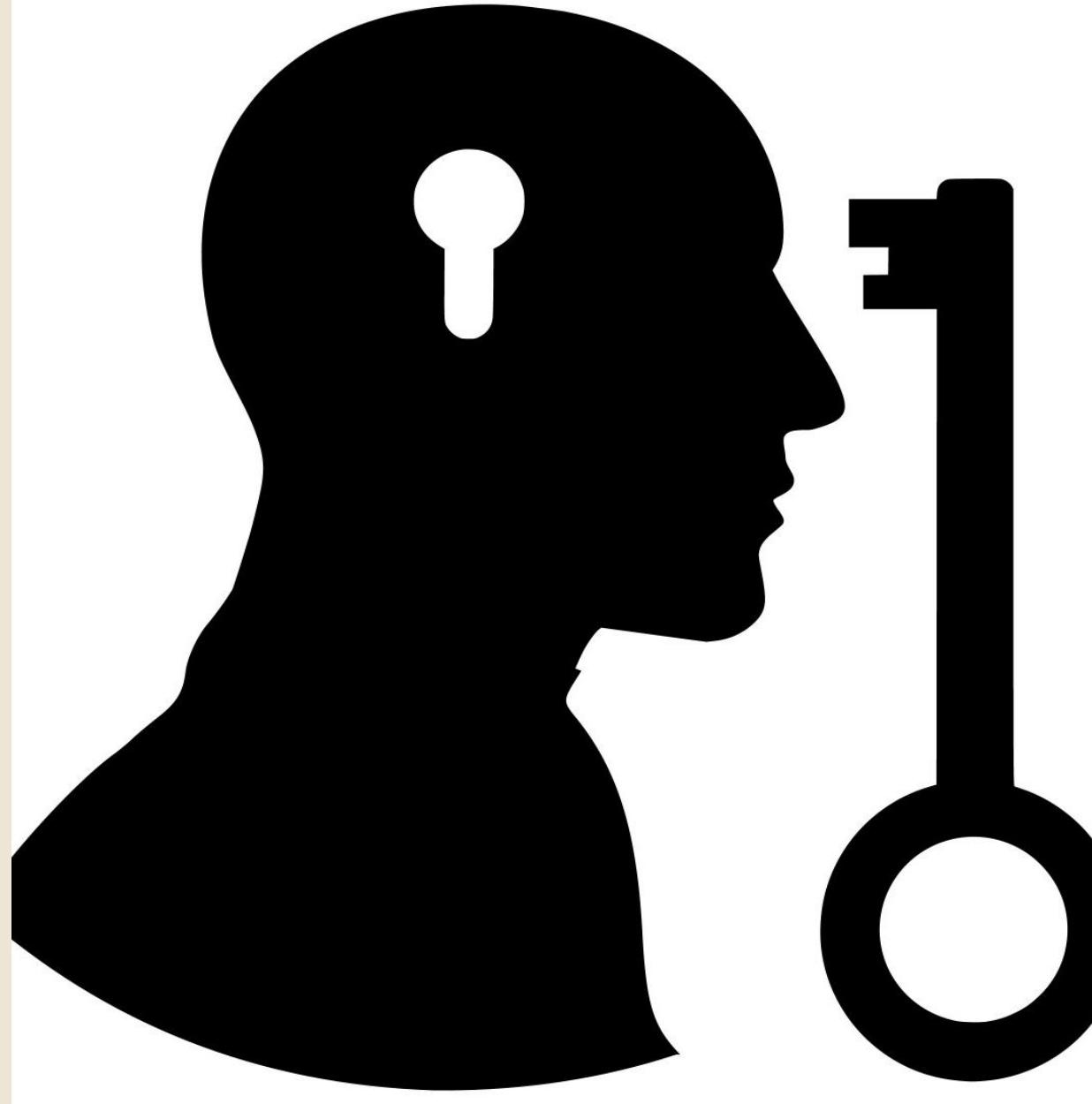
«The school shall not tolerate abusive behavior, such as bullying, violence, discrimination, and harassment»

What is it that you do in your life that shows that you are a person with a zero tolerance approach?



To understand bullying, one must have knowledge of how various factors come into play.

This highlights the importance of recognizing the complex interplay of individual, social, and environmental factors that contribute to bullying behavior. Understanding these factors can help in creating effective strategies for prevention and intervention.





«Bullying consists of actions by children and/or adults that prevent the experience of belonging, being a valued person in the community, and having the opportunity to participate»

(Lund m. fl, 2015)



Bullying can be:

- to be talked about behind one's back
- to have a rumor spread about oneself
- to be excluded
- to be pressured or threatened into doing things for others that one does not want to do
- to be called something hurtful or receive a nasty comment, for example about appearance, clothing, beliefs, or dialect
- to be hit, pushed, or poked
- to have one's backpack, or something else they own, thrown around
- to not be included in groups on social media
- to never receive comments or likes on pictures or other posts
- to receive hurtful or offensive messages, pictures, and videos
- that someone spreads pictures or videos of someone who is naked



Previously, bullying was explained from an individual-focused perspective.

The explanation was placed on there being something wrong with that child.



Research shows that we must view and understand bullying based on the setting and the interactions the child is part of.





Moral compass



The need to belong
and the fear of being
on the outside.



Social climbing

- Who is cool and who is not cool?
- Who is in charge?
- Exclusion, gossiping, use of words, and spreading rumors
- In- and out-groups
- The need to belong



Social skills is the most important thing a parent can teach their child.

Terje Ogden



Empathy = having an understanding of others' perspectives, thoughts, and feelings, being able to put oneself in someone else's situation, showing compassion and consideration, and being able to interpret and understand emotional expressions.

Self-control = the ability to adapt to different situations, handle conflicts, and delay one's own needs and desires in situations that require turn-taking, compromises, and collective decisions

Cooperation skills = involve being able to share with others, help others, receive instructions, and follow rules

Responsibility = the ability to follow rules and instructions, show respect for one's own and others' belongings and work. Being able to take responsibility for one's own learning and for one's part of shared tasks

Assertiveness = being able to assert oneself and one's opinions in a good way, daring to resist peer pressure, taking initiative, joining in play and conversations that are already happening, participating without being prompted, and inviting others.



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The important cooperation



The new law is clear that the school has an obligation to ensure parental involvement through school democracy. § 10-4 states that :

The school shall ensure that students and parents are involved in planning, implementing, and evaluating the school's activities, through work on the school environment, quality development in education, and the establishment of school rules



- The greatest resource in preventive work among children and young people is the parents
- When the school and home collaborate about the children, the children succeed not only in school but also later in life.

(Henderson og Berla 1994)





How do we view our children's classmates?

We experience children in different ways.

Our perception affects our expectations and actions.

How we talk about others at home influences how our children think and talk about others



Eksemplets makt



How can parents contribute to a good school environment?



Good relationships between teachers, parents, and students help build a positive school culture, which can have a preventive effect on negative behavior among students.

Parents' collaboration with the school and each other will impact the students' learning environment.

When parents communicate positive attitudes towards the school and support the school's norms and values, it helps promote the same in the students.



Get to know each other



It is important that the school helps parents get to know each other and each other's children.

Use the opportunities the school provides, such as parent meetings and other social activities the class has.

When parents engage with the teacher in the student group, and not only focus on their own children, they will serve as role models for how to contribute to promoting a positive community in the class

How to build an inclusive environment

Parents' responsibilities

- Invite friends/classmates over and show up when someone has taken the initiative.
- Friend groups/class events.
- Include everyone in birthday celebrations and attend the birthdays your child is invited to.
- Participate in social activities and parent meetings.
- Speak positively about and with others, both at home and online.
- Be open, positive, and attentive – be present.
- Comfort and help children, but not always solve their problems for them.
- Create a safe home base that is pleasant and where the child feels good enough.
- Set boundaries and rules, but adapt them to the child's level.



Inclusive tips for parents



Learn the names of the children in the class
Remember to cheer for all the children, not only yours
Say HELLO to everyone you meet at the school and in the neighborhood
Ask your child how the day online has been
Be sure that everybody is included
Speak positively about other children and their parents
Speak positively about the school
Help your child to arrange playdates or other social arrangements
Encourage your child to help the ones that struggle
Never walk past, be an adult, speak up



Thank you!

Nettside: afk.no/ombud, bfk.no/ombud, ofk.no/ombud

Kontaktinfo



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