



Regulations regarding common school rules for pupils of county municipal upper secondary schools in Trøndelag

Pursuant to:

Section 9 A-10 and 9 A-11 of the Norwegian Education Act
[The Norwegian Directorate for Education and Training's \(UDIR\) circular on school rules \(Ordensreglement Udir-8-2014\).](#)

Adopted by Trøndelag County Council on 16 June 2021. Effective from 1 August 2021.

Section 1 OBJECTIVE

These school rules are intended to help ensure a good and safe learning environment. The school rules are to contribute to effective teamwork, well-being, respect and shared responsibility. The goal is to promote good order and work habits and, in doing so, enable effective learning.

These rules and regulations provide standards for

- Goal-setting for the school environment
- Conduct guidelines
- Consequences for violating the guidelines

Section 2 SCOPE

The school rules apply to all pupils at school during school hours as well as different forms of education and activities organised under the responsibility and direction of the school outside of the school, such as study tours, excursions and vocational training. The regulations also apply on the way to and from school.

Violations that take place outside of school hours and outside of school, but that are based on the school situation or affect it, are also covered by the school rules. The school rules apply to pupils of all county municipal upper secondary schools in Trøndelag.

Additional local regulations for the individual school, if relevant, are included in Section 8. In Section 8, the school's own school rules can be linked to the rules for the school's classrooms and special rooms, dormitory and pupil housing, as well as for the handling of weapons and other objects that may cause harm if used improperly.



SECTION 3 SCHOOL AND LEARNING ENVIRONMENT

A good school and learning environment is essential to good learning. The school is to work actively and systematically to promote a good psychosocial environment, in which every pupil is undisturbed in his or her work and experiences a sense of safety and social belonging. It is important to show consideration, respect and shared responsibility and to avoid or prevent behaviour with a negative impact on the environment.

Both pupils and staff of the school are responsible for contributing to a good school and learning environment.

The pupils are to be treated with respect and consideration by both the school staff and other pupils. There is to be zero tolerance for offensive behaviour, bullying, harassment or discrimination. The pupils are to comply with the legal requirements, regulations and instructions that apply at all times.

Pupils who become familiar with confidential information through their work have an obligation of confidentiality pursuant to the Norwegian Public Administration Act, Section 13 – 13f, as well as the Norwegian Personal Data Act. This duty of confidentiality also applies after the pupil has completed his or her upper secondary school education.

There is to be openness and good dialogue between pupils, the school and parents/guardians. As a rule, problematic situations are to be addressed and discussed.

SECTION 4 ORDERLINESS

The pupils are required to maintain good order. This entails

- reporting for school on time and being present for the entire teaching time. If the pupil, without valid reason, has more than 15 minutes absence over the course of a lesson, this shall be recorded as absence for a full lesson¹
- notifying/submitting a request to the contact teacher/subject teacher if pupil is unable to attend class
- notifying/submitting valid documentation when absent due to illness
- being present at school unless absence is necessary due to illness or special circumstances. Holiday trips are not considered necessary absence
- bringing the necessary learning materials and tools
- helping to keep the school grounds clean and tidy
- handing in mandatory work at the agreed time

¹ There may be individual considerations indicating that the reason for the absence from parts of a lesson should be considered valid even though it cannot be documented. Therefore, it is up to the school/teacher whether documentation should be required in order for a reason for absence from parts of a lesson to be considered valid and thereby not be recorded as absence.



- adhering to the County Council IT regulations

SECTION 5 CONDUCT

Pupils are required to demonstrate good conduct. This entails

- behaving honestly, politely and pleasantly
- treating fellow pupils, teachers and other staff with respect
- actively participating in the education
- respecting the school's and other people's property
- complying with the legal requirements, regulations and instructions that apply at all times

Pupils are *not* to:

- bully or harass others in any way
- smoke, chew tobacco, consume or be under the influence of narcotic drugs on school grounds or at other educational sites during school hours. E-cigarettes are not permitted. The ban on using tobacco and/or e-cigarettes applies during school hours, regardless of location.
- carry weapons or objects that could be used to inflict harm, frighten or threaten others. Separate rules apply to schools in which the education entails the use of weapons or other dangerous instruments that may cause harm (cf. Section 8).
- cheat or attempt to cheat on tests or assignments
- use the school's online resources to download, read or spread pornographic, racist or other material that could be offensive to other pupils or school staff
- use mobile phones, computers or other electronic devices in a manner that disrupts the education process or is offensive to others
- share video or pictures of employees or fellow pupils without first having received valid consent from the person(s) who has/have been filmed or photographed
- wear clothing that partially or completely covers the face, unless this is necessary for pedagogic, health, climatic or safety reasons. This ban applies during lessons, assessment situations, and during trips and events organised by the school. See Section 9-7 of the Norwegian Education Act.

As a rule, the school will report criminal offences to the police.



SECTION 6 CONSEQUENCES FOR VIOLATING THE SCHOOL RULES

The pupil's assessment for orderliness and conduct is based on these school rules. The pupil's assessment for orderliness and conduct is an overall assessment of the pupil's compliance with the school rules over a longer period of time.

The response to a violation must be proportional to the severity of the violation. Violations of the school rules may entail the following consequences:

1) Confiscation of objects that disrupt the lesson or may appear threatening or destructive in the school environment

- Confiscation means that the school will store the items concerned in a responsible manner for one school day

2) Expulsion

- The subject teacher may expel a pupil from class for up to two hours.
- The head teacher may expel a pupil from school for up to five days.
 - If the expulsion lasts longer than two hours, an individual measure will be determined, with the possibility for the pupil to appeal to the decision. Before an individual decision is taken, the pupil and the pupil's parents/guardians, if the pupil is a minor, will be notified and given the opportunity to respond within a reasonable time limit. The school will first determine whether it is possible to respond in a different and more appropriate manner. Rules regarding procedure, individual decisions, the right to notification, explaining oneself and to appeal a decision are based on the Norwegian Public Administration Act, the Norwegian Education Act and Norwegian Assessment Regulations.
- The County Council may decide to expel a pupil for the remainder of the school year.

3) The pupil is sent home/excluded from a school trip

- The head teacher may implement an individual expulsion measure.

4) Transferring schools

- If the behaviour of a pupil significantly affects the safety or learning of one or more fellow pupils, the County Council may decide that the pupil shall be transferred to a school other than the one to which the pupil has been admitted. See Section 9 A-12 of the Norwegian Education Act. Transferring schools should not occur if less invasive measures may remedy the situation.

5) Liability for damages

- Pupils or parents/guardians can expect to be held liable for damages such as vandalism in accordance with the Norwegian Damages Act. An agreement can be made with the school to give the pupil the possibility to personally repair the damages.



6) Lower marks for orderliness or conduct

- As a rule, the teacher will not solely consider a single incident when determining the pupil's marks for orderliness or conduct. An exception may be particularly censurable or serious individual incidents, such as aggravated violence. In such circumstances, a lowered mark for orderliness or conduct may also be imposed as a sanction.

SECTION 7 PROCEDURE IN CASE OF UNCERTAINTY REGARDING WHETHER THE PUPIL HAS WITHDRAWN FROM THE SCHOOL

The school shall do its utmost to facilitate the pupil's completion of education.

If there is uncertainty as to whether the pupil has withdrawn from the school despite the school's measures, e.g. due to absence, the school shall without undue delay send a written prior notice of the case with an enclosed withdrawal form. If the pupil has not replied to this correspondence within a time limit of 3 weeks, the pupil shall be considered to have withdrawn. If the pupil is under 18 years of age, the school shall inform the pupil's parents/guardians that their child has withdrawn from the school.

If the pupil withdraws, the school must ensure that the pupil receives immediate follow-up from the Follow-Up Service.

The measures taken on the part of the school to facilitate the pupil's completion of education shall be documented in the archiving system.

If the head teacher subsequently finds that the pupil cannot be blamed for failing to reply to the school's correspondence, the head teacher shall decide that the pupil shall be re-admitted to the school.

SECTION 8 SEPARATE RULES FOR INDIVIDUAL UPPER SECONDARY SCHOOLS

Within the framework of the common rules, the schools may establish their own local rules. These separate rules may not conflict with the common rules.