

THE ANTI-BULLYING MANIFESTO 2009–2010

– a binding partnership for good, inclusive childhood and learning environments





A handwritten signature of Jens Stoltenberg in blue ink. The signature is fluid and cursive, matching the name 'Jens Stoltenberg'.

Jens Stoltenberg
Prime Minister

FOREWORD

All children deserve a good start in life. Too many children and teenagers experience bullying today. Kindergarten, schools, after school clubs and leisure time should be safe arenas for children and teenagers. It is the responsibility of adults to ensure this safety.

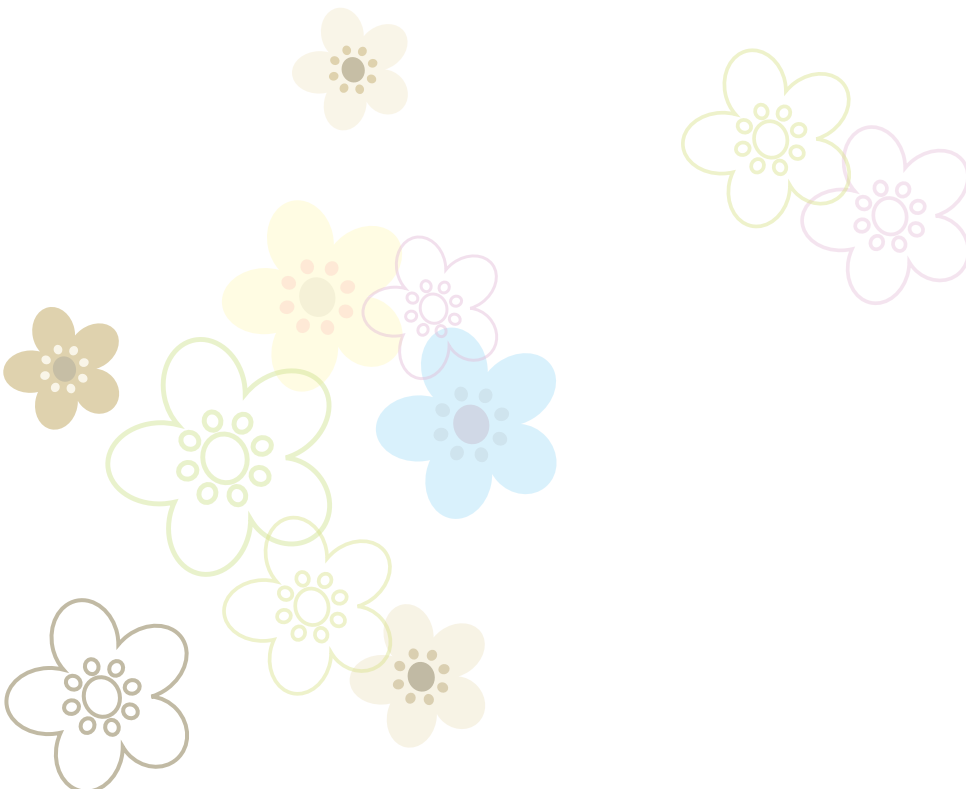
The Anti-Bullying Manifesto commits many important partners to preventing and combating bullying. The partners have helped to raise awareness of bullying, increase the focus on good, inclusive childhood and learning environments, and improve anti-bullying measures since work on the manifesto started in 2002.

We can see that these efforts are having results. Things improve when bullying is systematically targeted. However, we are still far from reaching our goal of no one experiencing bullying and everyone being able to feel safe in school and on the way to and from school. We are therefore continuing our work and reaffirming our commitment in the Anti-Bullying Manifesto.

Bullying is abusive, creates insecurity and can destroy self-confidence. Bullying exists in various forms. Today many children are learning that the Internet and mobile telephony provide new arenas for bullying, harassment and exclusion. It is important to combat this through networking and raising awareness of the consequences of bullying. We have to stay up-to-date and ensure we do what works and has results. The results are the same for the person being bullied, regardless of where they are being bullied. Therefore, we have to combat all forms of bullying.

We all have a responsibility to prevent and combat bullying as fellow human beings and members of society. With this manifesto we are inviting you to make a renewed, joint effort. We are committing ourselves to do everything in our power to ensure that all children thrive in kindergarten, school and in their leisure time. Children deserve a childhood free of bullying.

We know that it helps. Let's continue the work.



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– a binding partnership for good, inclusive childhood
and learning environments

We, the Stoltenberg Government, the Norwegian Association of Local and Regional Authorities, Union of Education Norway, the Norwegian Union of Municipal and General Employees, Norwegian Union of School Employees and the National Parents' Committee for Primary and Secondary Education commit ourselves to working to ensure that all children and teenagers have good, inclusive childhood and learning environments.

Children and teenagers should not be subjected to abusive words or actions such as bullying, violence, racism, homophobia, discrimination or exclusion.

The most important efforts to combat bullying must take place where the children and teenagers are. Therefore, we want to encourage and help local and regional anti-bullying efforts.

OUR GOALS:

Children and teenagers should experience a physical and psychosocial environment that promotes health, well-being and learning.

Children and teenagers should have their rights to participation and co-determination fulfilled in kindergarten, school and their leisure time.

Everyone should help to ensure a good partnership in the best interests of children and teenagers, and parents and guardians must be assured participation and co-determination.

Adults should understand that they have a responsibility to ensure that children and teenagers are properly included in childhood and learning environments.

Adults should clearly act as adults and be good role models for children and teenagers.

Everyone who is responsible for children and teenagers should have good skills with respect to preventing and dealing with bullying.

Everyone who works with children and teenagers should have good skills in values and attitudes creating work among children, teenagers and adults.



The Norwegian Association of
Local and Regional Authorities
Halvdan Skard



Union of Education Norway
Helga Hjetland



National Parents' Committee for
Primary and Secondary Education
Loveleen Rihel Brenna



The Norwegian Union of Municipal
and General Employees
Jan Davidsen



Jens Stoltenberg
Prime Minister



The Norwegian Union of
School Employees
Stein Grøtting



LEGAL BASIS FOR THE RIGHT TO CHILDHOOD AND LEARNING ENVIRONMENTS FREE OF BULLYING

The UN's Convention on the Rights of the Child deals with a child's rights concerning development, participation, non-discrimination, care, protection and self-realisation. It particularly focuses on developing respect for a child's personality, cultural identity, language and values. Bullying can hinder such development. The UN's Convention on the Rights of the Child was adopted into Norwegian law through the Human Rights Act.

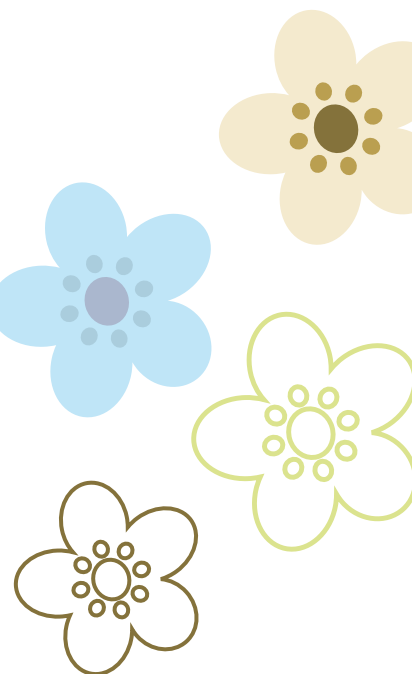
Section 2, paragraph 3 of The Kindergarten Act stipulates that care, upbringing and learning in kindergarten should promote human dignity, equality, intellectual freedom, tolerance, health and an appreciation of sustainable development. Kindergarten should give children opportunities for play, self-expression and meaningful experiences and activities in safe, yet challenging surroundings.

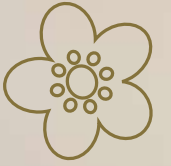
Section 3 of the The Kindergaren Act stipulates the child's right to participate. The regulations relating to Framework Plan for the Content and Tasks of Kindergartens elaborate on the staff's responsibility for the content of the child's care and learning environment and to promote positive acts that counter rejection, bullying and violence. Kindergarten should be an environment in which different individuals and different cultural expressions are met with respect for these differences. Kindergartens have a particular responsibility to prevent problems developing and to discover children with special needs. The framework plan emphasises linguistic and social competence as a basis for a child's active participation in society.

The Education Act's chapter 9a and Principles for Education stipulate that all pupils in primary, lower secondary and upper secondary schools and after school clubs are entitled to good physical and psychosocial environments that promote health, well-being and learning. Everyone who works in schools and after school clubs undertakes to ensure that pupils are not subjected to harassment through abusive words and acts such as bullying, violence, racism and discrimination. If a school or after school club staff member becomes aware of or suspects that a pupil is being subjected to such abusive words or acts, the person concerned must investigate the matter immediately and notify the school's administration and, if necessary and possible, take direct action themselves.

The Education Act provides pupils and parents with a high degree of user participation and access to complain. Sections 11-1a and 11-5a of the Education Act stipulate provisions concerning the establishment of coordinating committees in primary, lower secondary and upper secondary schools. School owners (local authorities and county councils) have a duty to ensure that school rules are established for individual primary, lower secondary and upper secondary schools, cf. sections 2-9 and 3-7 of the Education Act. The Principles for Education emphasise the school's responsibility to develop the pupil's social skills by, among other things, allowing them to practise various forms of interaction, problem solving and conflict resolution.

The regulations relating to environment-oriented health care in kindergarten and schools, etc are intended to help ensure that the environment in kindergarten, schools and certain other institutions promotes health, well-being and good social and environmental conditions, and also prevents illness and injuries. The regulations' provisions should be applied when planning, organising and running activities, cf. section 2 of the regulations. The regulations relating to local authorities' health promotion and preventive work in health stations and school health services are intended to promote mental and physical health, promote good social and environmental conditions, and prevent illness and injury. Section 2-3 of the regulations stipulates that the services of health stations and school health services should encompass psychosocial work and cooperation with schools on measures that promote good psychosocial and physical learning and working environments for pupils.





Harassment on the grounds of gender, functional impairment, ethnicity, religion, religious views, etc is prohibited by anti-discrimination legislation: section 8a of the Gender Equality Act, section 6 of the Anti-Discrimination and Accessibility Act, and section 5 of the Anti-Discrimination Act. In addition, section 8a of the Gender Equality Act stipulates that it is unlawful to subject someone to sexual harassment. Employers and administrators of organisations or educational institutions are responsible for preventing and seeking to hinder harassment within their areas of responsibility.

MEASURES

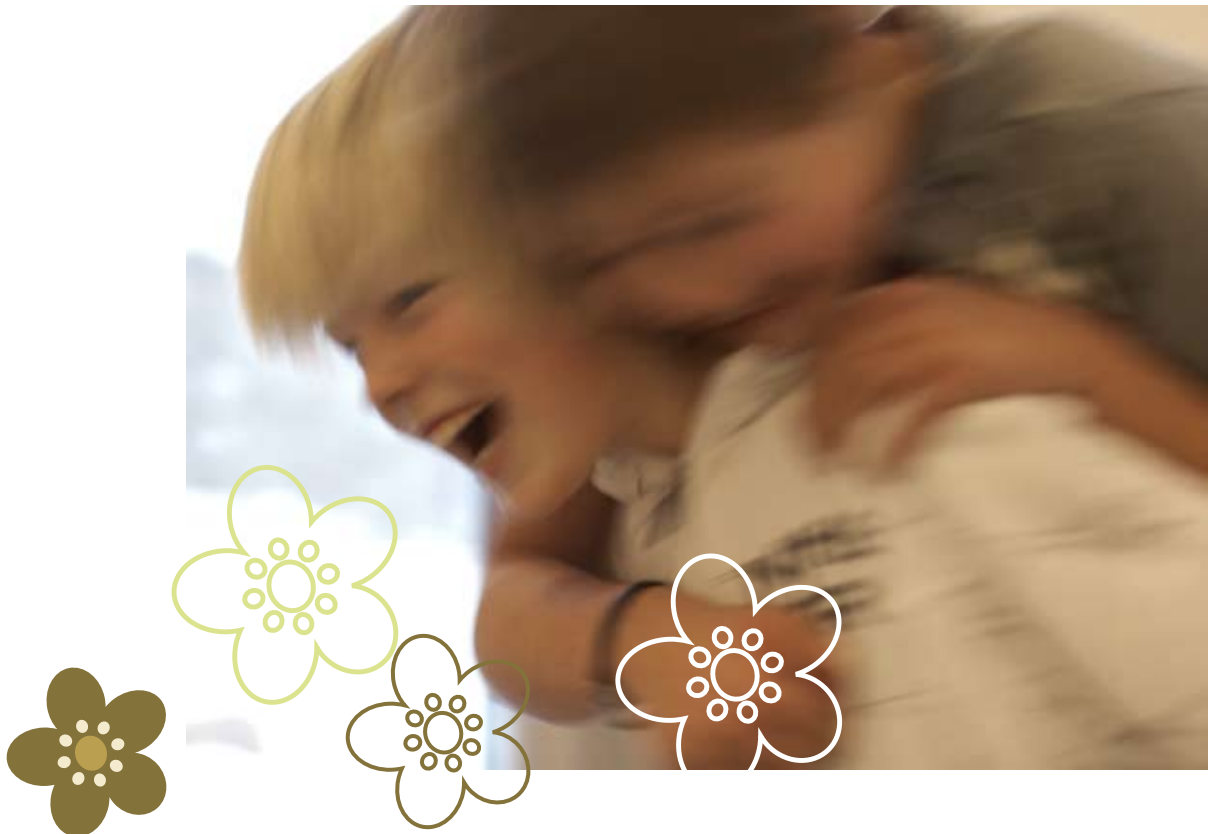
The parties to the manifesto will follow up the work from the first manifesto periods and will together work to ensure that the legal provisions in this area are followed up. The parties to the manifesto have differing roles and different fields of work. The parties undertake to work both together and independently towards the same goal.

The measures in the manifesto shall as far as possible be based on knowledge about what works. The parties will work to improve their understanding of bullying, including through research.

The parties to the manifesto will work to ensure that no children and teenagers are subjected to abusive words or acts such as bullying, violence, racism, discrimination or exclusion. The parties will emphasise preventing harassment and bullying on the grounds of gender and sexual orientation.

Digital media plays an important role in the everyday lives of children and teenagers. Many experience bullying and harassment online and via mobile phones. The parties to the manifesto will work to ensure that children and teenagers are not subjected to this form of bullying.

The most important work and efforts against bullying and for good childhood and learning environments must take place in the places where children and teenagers are. Good childhood and learning environments require individual



children, teenagers and adults to be met with respect. The parties are therefore interested in encouraging and assisting local anti-bullying efforts. The parties also want to encourage local communities to commit to take further steps against bullying.

The parties to the manifesto will distribute information and materials on the prevention of bullying and how to deal with it.

Measures for children and teenagers in school and after school clubs

1. Collect experiences of independent control committees and ombudsmen for pupils in Norway and Nordic countries to assess whether or not a central pupil ombudsman should be established.
2. Support the implementation of measures and programmes with documented effects with respect to learning environments and anti-bullying work.
3. Conduct a research based sample survey to gain a better picture of what lies behind figures concerning the incidence of bullying and discrimination in the Pupils Survey.
4. Conduct a national audit concerning the schools and school owners' compliance with chapter 9a of the Education Act concerning the psychosocial learning environment.
5. Collect and distribute information about how schools can create a good learning environment through measures such as the programme for an inclusive learning and childhood environment.
6. Emphasise knowledge about learning environments in school administrator training and teacher training.
7. Produce and distribute guidance materials on gender related bullying.
8. Reinforce efforts in the work on the challenges digital media contribute to, through information, guidelines and courses.
9. Implement "Mental Health in Schools".
10. Distribute information about children's mental health to staff and guardians.
11. Help to ensure that school and after school club staff have skills in and plans for anti-bullying work.
12. Arrange courses/training and distribute information about anti-bullying work.
13. Clarify the responsibilities associated with anti-bullying work through discussions and job related ethical issues.
14. Revise and distribute guidance materials concerning school coordinating committees.

Measures for children in kindergarten

15. Distribute information about children's mental health to kindergarten staff.
16. Emphasise learning and care environments by following up the framework plan for the content and tasks of kindergarten.
17. Help to ensure that kindergarten staff have skills in and plans for anti-bullying work.
18. Arrange courses/training and distribute information about anti-bullying work.
19. Clarify the responsibilities associated with anti-bullying work through discussions and job related ethical issues.

Measures for children and youth in organised leisure activities

20. Clarify the responsibilities associated with anti-bullying work towards employees and elected youth leaders in non-governmental child and youth organizations as well as youth clubs through dialog and competence work.
21. Follow up research and development work on social competence.
22. Contribute to active inclusion work and create forums and conferences on the environment in which children and young people grow up for children and youth.
23. Contribute to combating bullying and harassment via digital media and gender related bullying through information and awareness raising campaigns.

Measures for health stations and the school health service

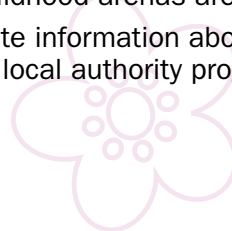
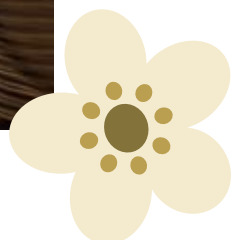
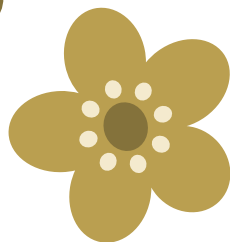
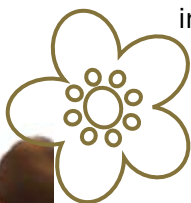
24. Mobilise health stations and the school health service as a key partner for schools and kindergarten in the work on creating a good psychosocial learning environment.

Measures for parents and guardians

25. Distribute information about children's mental health to parents and guardians with children in kindergarten and school.
26. Help to clarify expectations and the joint responsibilities of the home and school, including in meetings with parents and network groups.
27. Improve kindergarten's cooperation with parents to promote a good environment for children.
28. Give talks about the duties and responsibility of parents and guardians to combat bullying.
29. Provide advice and help to parents and guardians via email and phone calls.

Measures for local authorities and county councils

30. Help to further develop tools for employer strategies.
31. Run projects that improve quality in the area of health and care.
32. Analyse what local authorities and county councils need to develop their own quality and management systems and offer support.
33. Promote good ethical standards in the local authority sector, through offering activities like regional courses
34. Design measures for the quality local authority programme such that the anti-bullying work in childhood arenas are included in the programme.
35. Systemise and distribute information about school owners' inclusion work, including in the quality local authority programme.





PRIMARY RESPONSIBILITY FOR MEASURES:

The Ministry of Children and Equality

Responsible for measures no. 20, 21, 22, 23

The Norwegian Union of Municipal and General Employees

Responsible for measures no. 11, 12, 13, 17, 18, 19, 22, 34

The National Parents' Committee for Primary and Secondary Education

Responsible for measures no. 5, 14, 26, 28, 29

The Ministry of Health and Care Services/The Norwegian Directorate of Health

Responsible for measures no. 2, 9, 10, 15, 24, 25

The Norwegian Association of Local and Regional Authorities

Responsible for measures no. 30, 31, 32, 33, 35

The Ministry of Education and Research/ The Norwegian Directorate for Education and Training

Responsible for measures no. 1, 2, 3, 4, 5, 6, 7, 10, 11, 14, 16, 27



The Norwegian Union of School Employees

Responsible for measures no. 8, 11, 12, 13, 26, 34

Union of Education Norway

Responsible for measures no. 8, 11, 12, 13, 17, 18, 19, 26, 27, 34

References:

Acts, regulations and rules:

UN's Convention on the Rights of the Child

The Kindergarten Act

The Education Act

The Anti-discrimination and Accessibility Act

The Anti-discrimination Act

The Gender Equality Act

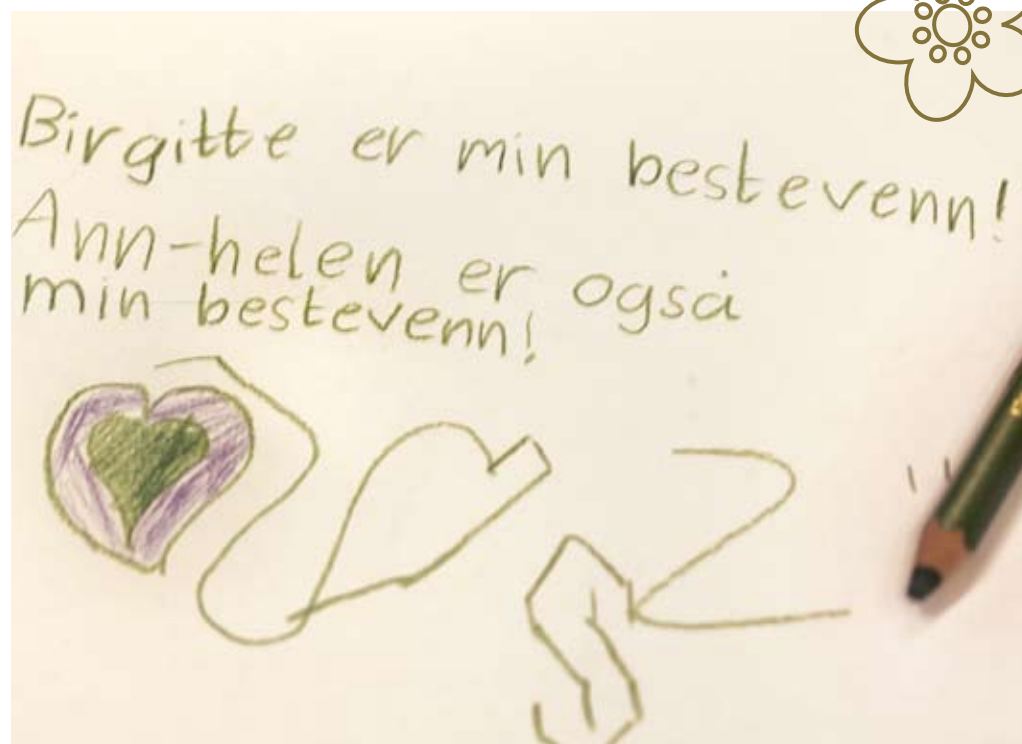
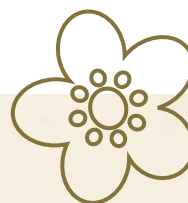
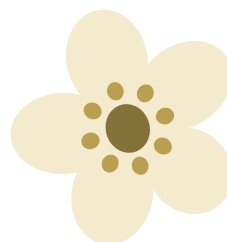
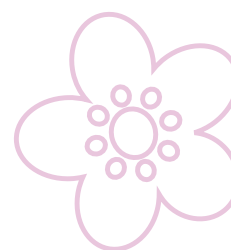
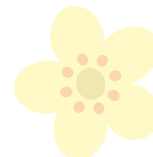
Framework Plan for the Content and Tasks of Kindergartens

The regulations relating to environment-oriented health care in Kindergartens and schools, etc

The regulations relating to local authorities' health promotion and preventive work in health stations and school health services

www.lovddata.no

Principles for Education – www.utdanningsdirektoratet.no





**NORWEGIAN MINISTRY
OF CHILDREN AND EQUALITY**

Ministry of Children and Equality
Postboks 8036 Dep.,
N-0030 Oslo
Tel: (+47) 22 24 90 90
Email: postmottak@bld.dep.no
Website: www.regjeringen.no/bld



**UTDANNINGS
FORBUNDET**

Union of Education Norway
Postboks 9191 Grønland,
N-0134 Oslo
Tel: (+47) 24 14 20 00
Email: post@utdanningsforbundet.no
Website: www.utdanningsforbundet.no



**NORWEGIAN MINISTRY
OF EDUCATION AND RESEARCH**

The Ministry of Education and Research
Postboks 8119 Dep.,
N-0032 Oslo
Tel: (+47) 22 24 90 90
Email: postmottak@kd.dep.no
Website: www.regjeringen.no/kd



The Norwegian Association of Local and
Regional Authorities
Postboks 1378 Vika,
N-0114 Oslo
Tel: (+47) 24 13 26 00
Email: ks@ks.no
Website: www.ks.no



**NORWEGIAN MINISTRY
OF HEALTH AND CARE SERVICES**

Ministry of Health and Care Services
Postboks 8011 Dep.,
N-0030 Oslo
Tel: (+47) 22 24 90 90
Email: postmottak@hod.dep.no
Website: www.regjeringen.no/hod



National Parents' Committee for Primary
and Secondary Education
Postboks 8119 Dep.,
N-0032 Oslo
Tel: (+47) 22 24 75 63
Email: post@fug.no
Website: www.fug.no



**Norwegian Directorate
for Education and Training**

The Norwegian Directorate for Education
and Training
Postboks 2924 Tøyen,
N-0608 Oslo
Tel: (+47) 23 30 12 00
Email: post@utdanningsdirektoratet.no
Website: www.utdanningsdirektoratet.no



FAGFORBUNDET

The Norwegian Union of Municipal and
General Employees
Boks 7003 St. Olavs plass
N-0130 Oslo
Tel: (+47) 23 06 40 00
Email: servicetorget@fagforbundet.no
Website: www.fagforbundet.no



Helsedirektoratet

Norwegian Directorate of Health

Norwegian Directorate of Health
Postboks 7000 St. Olavs plass
N-0130 Oslo
Tel: (+47) 810 200 50
Email: postmottak@helsedirektoratet.no
Website: www.helsedirektoratet.no



The Norwegian Union of School Employees
Boks 8783 Youngstorget
N-0028 Oslo
Tel: (+47) 23 06 13 62
Email: skolenes@skolenes.no
Website: www.skoleneslandsforbund.no