



SANDNES
KOMMUNE

Municipality of Sandnes:

Proactive and Comprehensive Approaches to Anti-Bullying in Schools: Strategies, Implementation, and Outcomes

World Anti-Bullying Forum 2025



Proactive and Comprehensive Approaches to Anti-Bullying in Schools: Strategies, Implementation, and Outcomes

Chair: Gørild Eltervåg

1. Establishing the Center for Safe and Sound Learning Environments: Background and Rationale

Hege Egaas Røen

2. Theoretical Foundations and Operationalization of the Anti-Bullying Mandate

Tor Kristian Ervik

3. Proactive and Holistic Strategies for Preventing Bullying

Britt Eva Gunvordal and Cecilie Heskestad

4. Case Study: Implementing Anti-Bullying Strategies in Schools

Lone Lunde





Lỗ vụn ở ý sử ư ư

G^o úřadu / A k, euf ů z

Prompt to copilot: «Can you please create an illustration of a three with a lot of children climbing in it? I want many colours and a neutral background.»



WHY?

Because every students are ours!

The Education Act, chapter 12

- **§ 12-2 The right to a safe and Supportive school environment**

All pupils have a legal right to a school environment that promotes health, inclusion, well-being and learning.

- **§ 12-3 Zero tolerance and prevention**

The school must have zero tolerance for offensive behavior, such as bullying, violence, discrimination and harassment. Furthermore, the school must work continuously to ensure that the school environment is safe for everyone.

Challenge image

Collective capacity

- Competence
- Attitudes
- Motivation



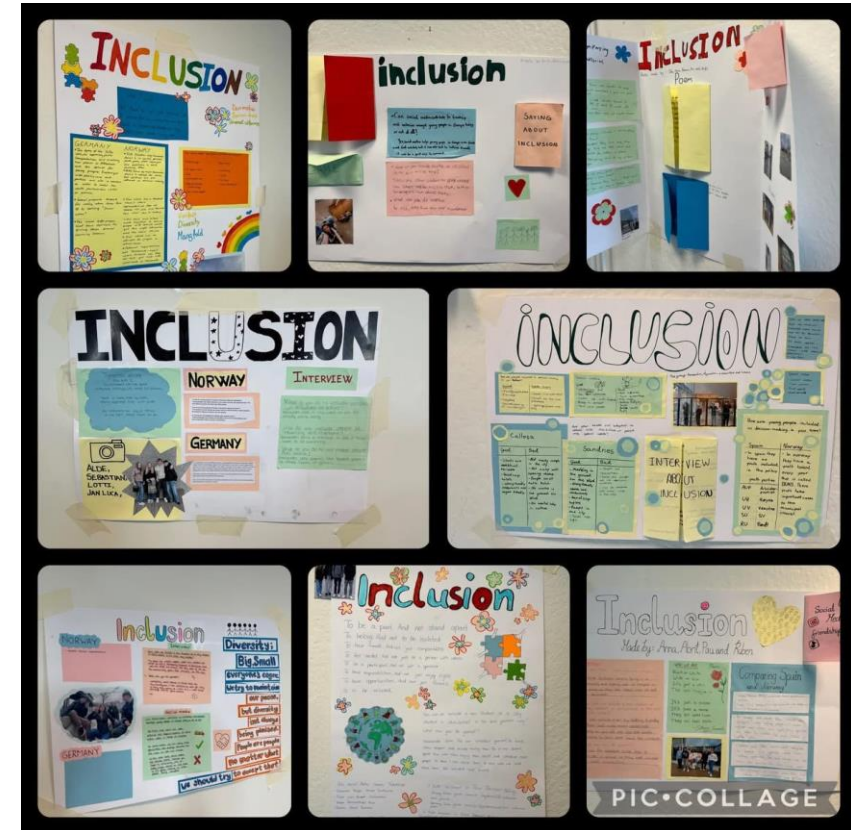
From individual perspective to system perspective

Individual perspective:

Students' challenges that prevent them from benefiting from ordinary educational practices must be made for the individual.

System perspective:

Students' challenges are connected to the structure, culture, learning environment, and content of the regular school.

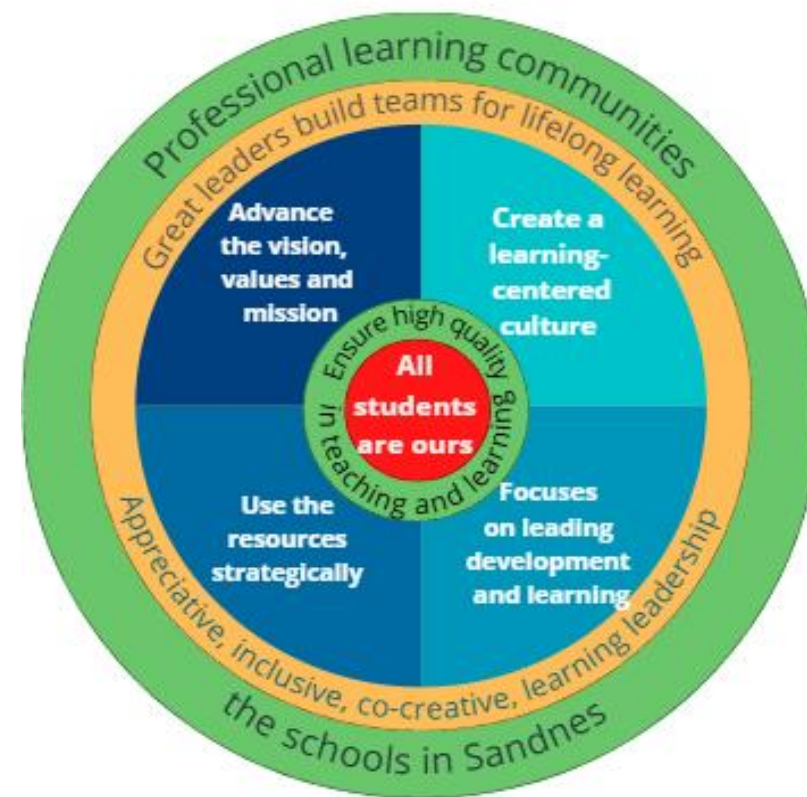


Pictures made by pupils at Høyland secondary school

Framework for leadership in the Sandnes schools

The framework is intended to support:

- early intervention
- adapted education
- inclusive practices
- safe and sound learning environments for all students in the Sandnes schools.

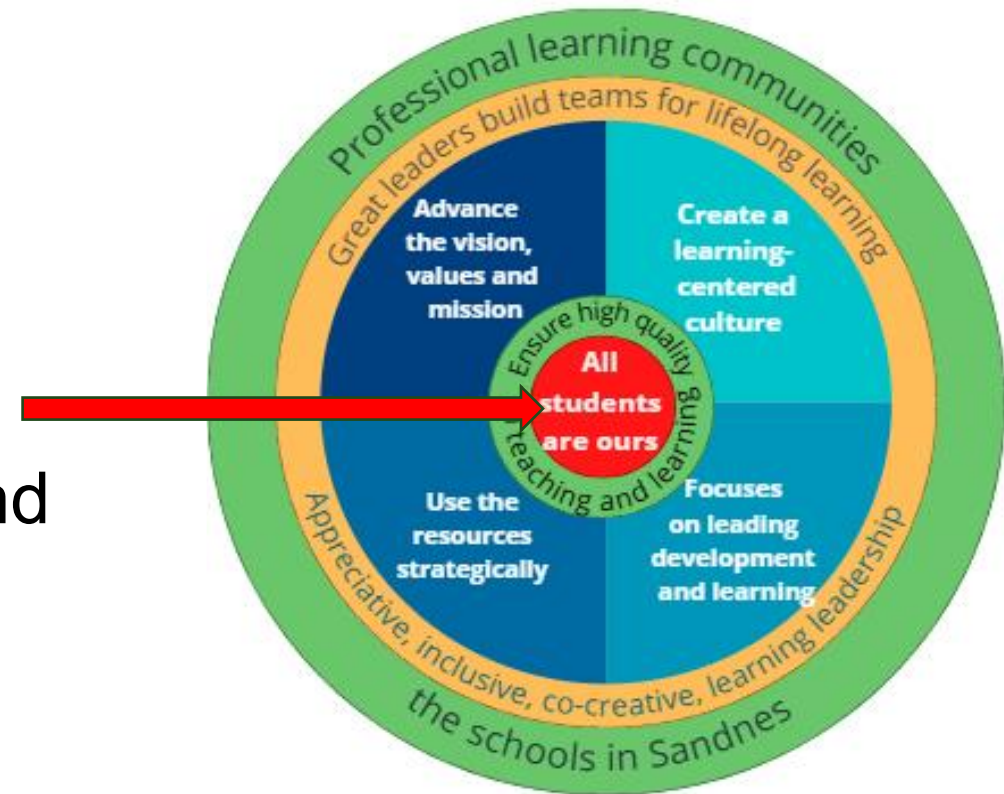


All students are ours!

In the Sandnes schools we say:

"All students are ours."

This expresses both an attitude and an expected pedagogical reality

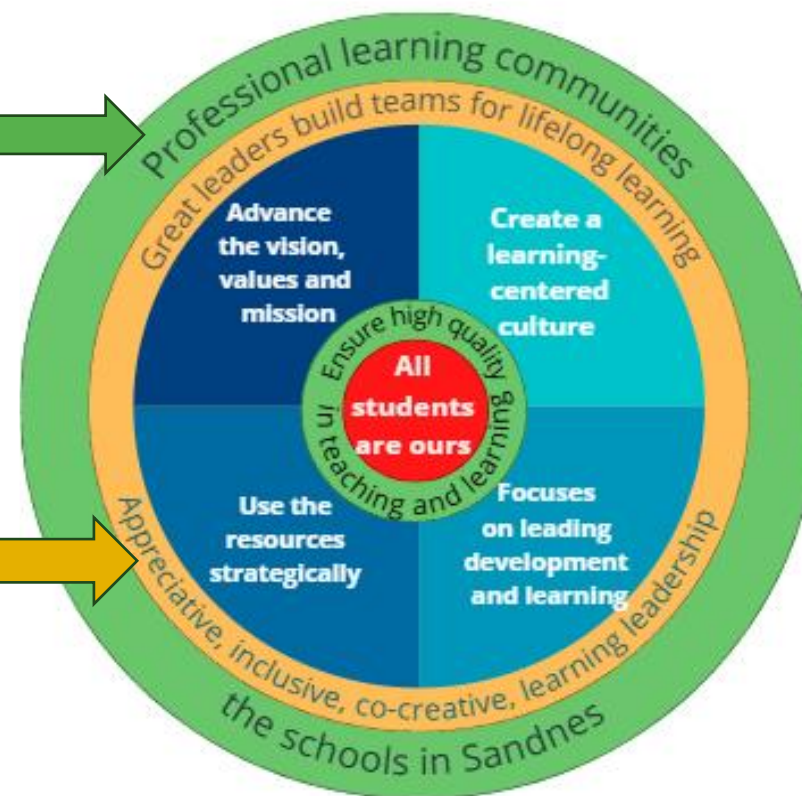


Collective capacity

- Professional learning communities

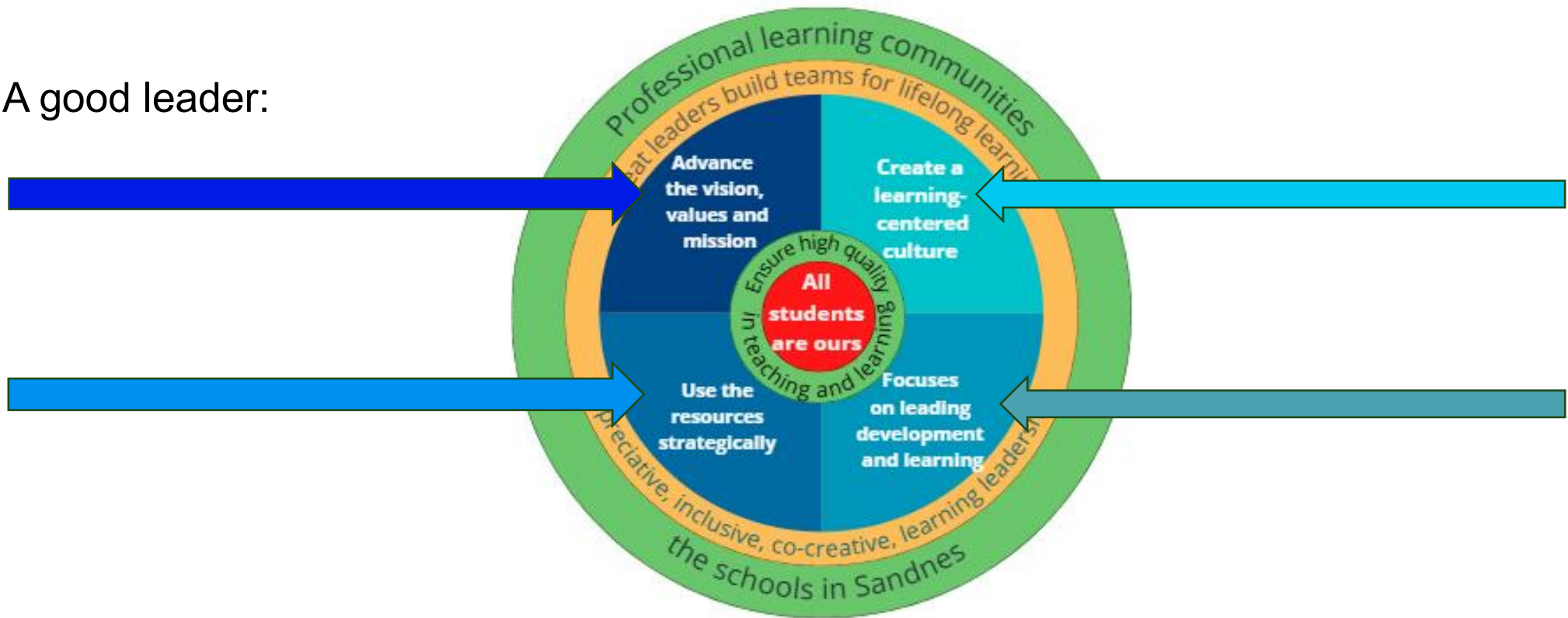


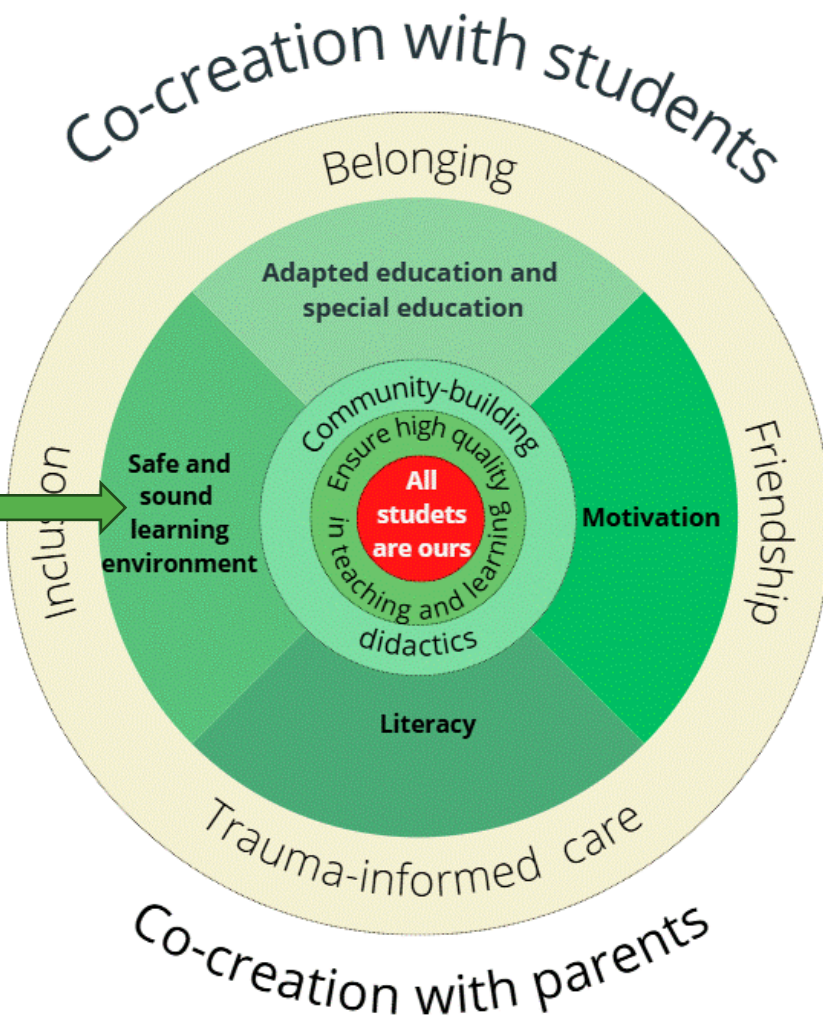
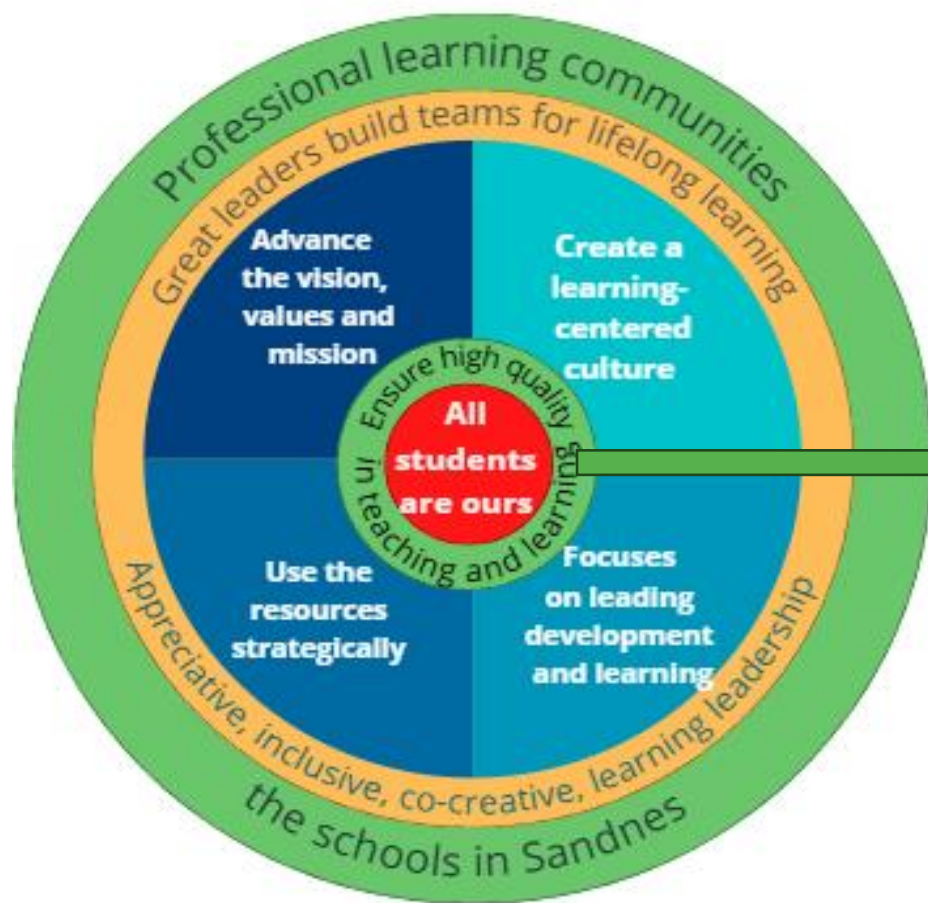
- Leadership qualities



Core elements of leadership

A good leader:







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Theoretical Foundations and Operationalization of the Anti-Bullying Mandate

By Business Manager at Center for
Safe and Sound Learning Environment
(TGL)

Tor Kristian Ervik



Roadmap to my presentation

- Personal story
- Definition to bullying
- From mandate to practice
- TGL: Who we are
- Theoretical foundation

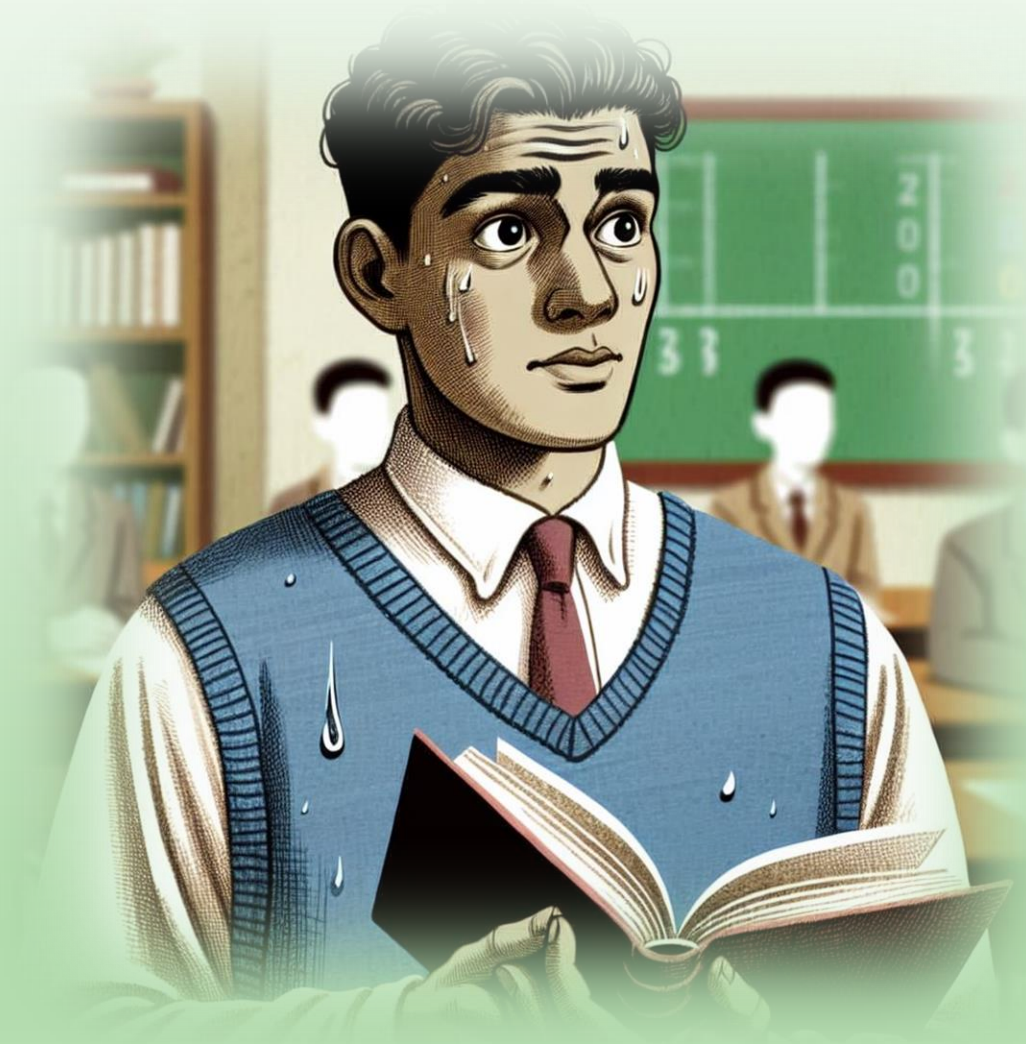




Personal story

- Travelling
- Basketball
- Recently educated
- English class for 10th graders
- Reading

Prompt to copilot: «Can you please make an illustration of a rather thin and tall, male, newly educated teacher wearing baggy clothes and sweating while reading from an english book?»



A Broader Perspective

- Beyond “bully–victim”
- Focus on group processes and exclusion
- Bullying as a symptom of unsafe environments

Definitions:

An understanding of bullying as complex social group processes.

(Dorthe M. Søndergaard, 2014).

Bullying consists of actions by children and/or adults that prevent the experience of belonging, of being a meaningful participant in the community, and of having the opportunity to contribute.

(Ingrid Lund, 2015).

Individual factors are part of the social processes that occur when bullying takes place. Some children are more vulnerable, and this vulnerability becomes part of the interaction that arises in relationships and within the community.

(Lund & Helgeland, 2020).

Recent bullying theory, based on the second paradigm of understanding, highlights three core elements that must be linked to school environment cases:

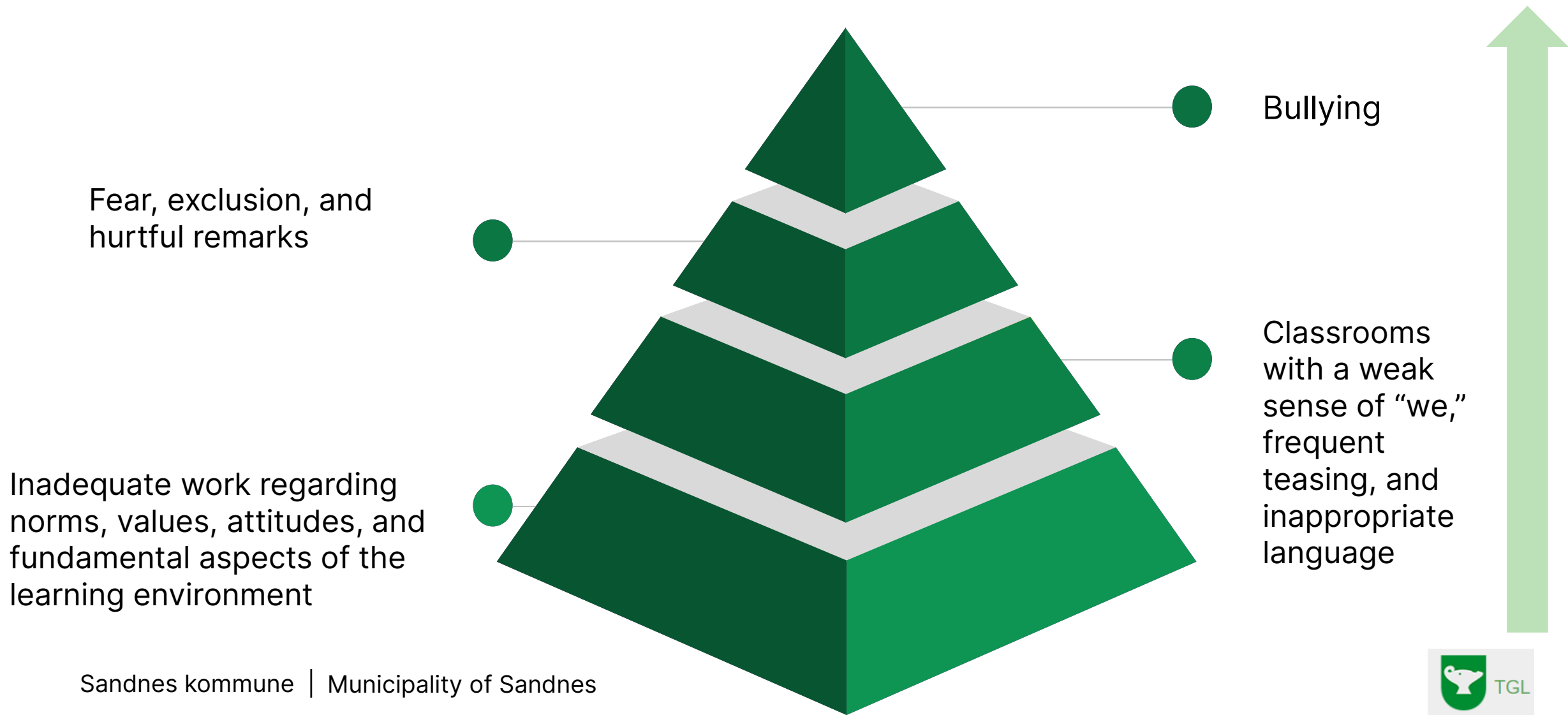
- The need to belong
- The fear of being excluded
- The importance of the community for the experience of a safe and sound learning environment

(Schott & Søndergaard, 2014).

TGL is largely inspired by Helle Rabøl Hansen in this aspect

(Lectures by Hansen 2024)

Bullying creates unsafe environments, **or** Unsafe environments create bullying



2020	2021	2022	2023	2024	2025
Relocation at Soma	SWOT New mandate Set direction Working group established Defining TGL	New name: Established as TGL Inspirational trip to the University of Innlandet	Pilot work in kindergarden Mandate also for Afterschool Care (SFO)	Mandate expanded to kindergardens Implementing a role in the internal control system Developing a comprehensive plan for safe and sound practice for all schools	Collaboration with all schools on complaints to the County Governor

From Mandate to Practice

- **Sandnes Schools' Support System for Promoting a Safe and Sound School Environment in Line with Chapters 12 and 13 of the Education Act**

Responds to disruptive or harmful behavior

Safe and sound

- Promote safe and sound learning environment.
- Prevent bullying through systemic support.
- Build long-term capacity in schools.

Did we start from scratch?

▪ **Strengths:**

- Systemic guidance
- Preventive efforts
- Learning networks for social educators
- Cooperation with the school superintendant

▪ **Opportunities**

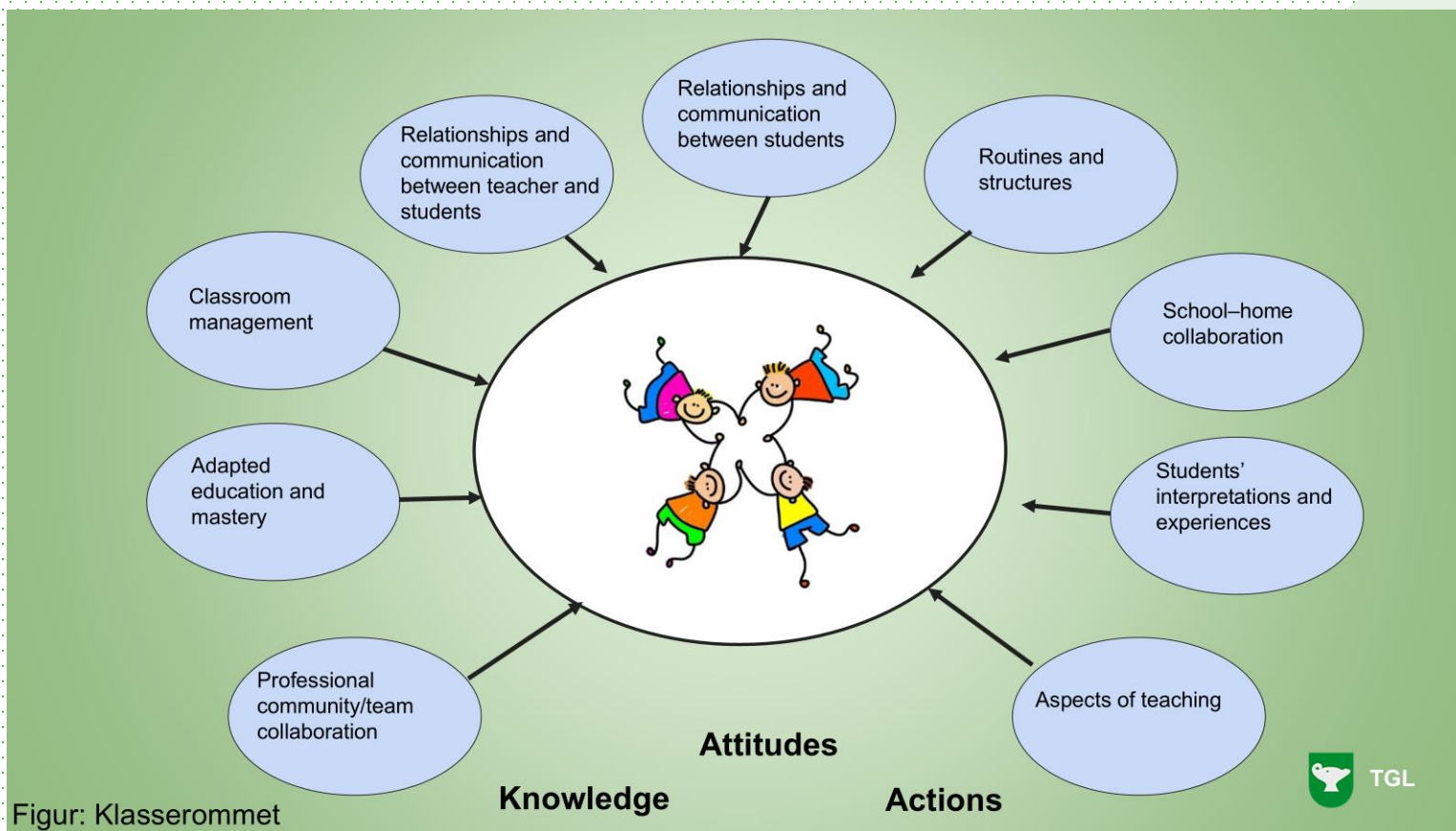
- Quality Development
- Quality Assurance
- Focus on Trauma-informed care

Who We Are



- TGL: A municipal center for safe and sound learning environments
- Part of the Municipality's support system for schools and kindergartens
- Focus: Prevention, inclusion, and capacity-building
- Theoretical foundation:
 - Bullying as complex social group processes.
 - Trauma-informed care.
 - Safe communities and community-building didactics.
 - Authoritative adult roles.

Grounded in Systems Theory



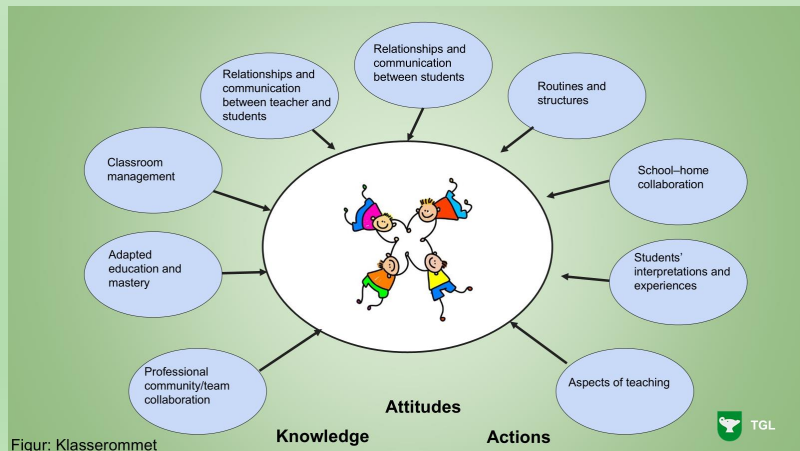
Figur: Klasserommet

- Schools as complex systems
- Key concepts: Wholeness, relationships, circularity
- Change happens in interaction

How We Work

Guidance to Schools and Staff

- Conversations with leadership and staff
- Observations of group dynamics
- Analysis of student feedback



Figur: Klasserommet

Supporting System

- Guidance and professional development
- Learning networks for social educators and leaders of afterschool care
- Kindergarten support from 2024

In short terms

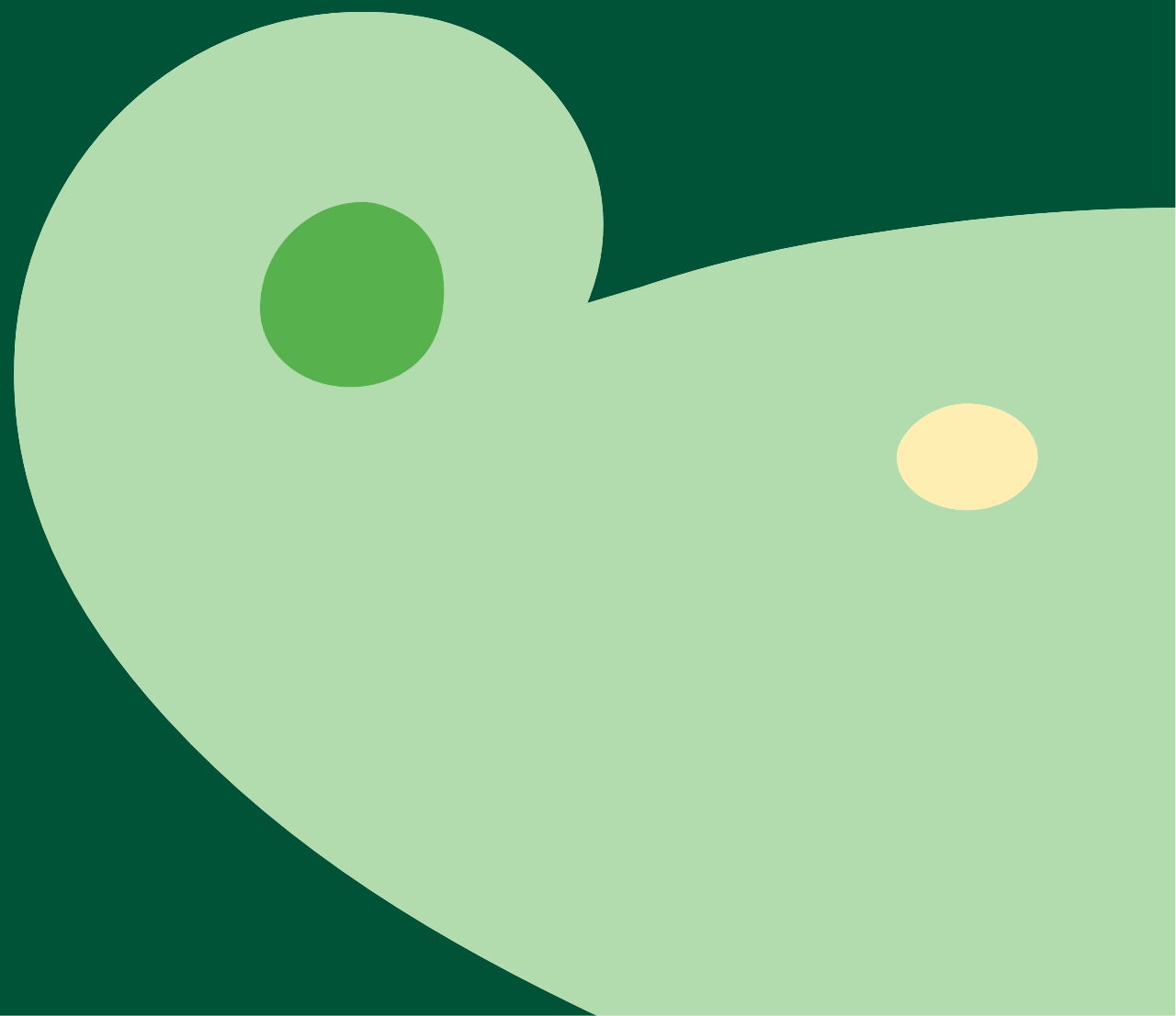
- **Bullying reflects unsafe group dynamics**—not just individual behavior.
- **Belonging matters:** Inclusion is the foundation of psychosocial safety.
- **Systemic support works:** Sustainable change requires theory-informed, relational approaches.
- **TGL builds capacity** through guidance, networks, and quality assurance.

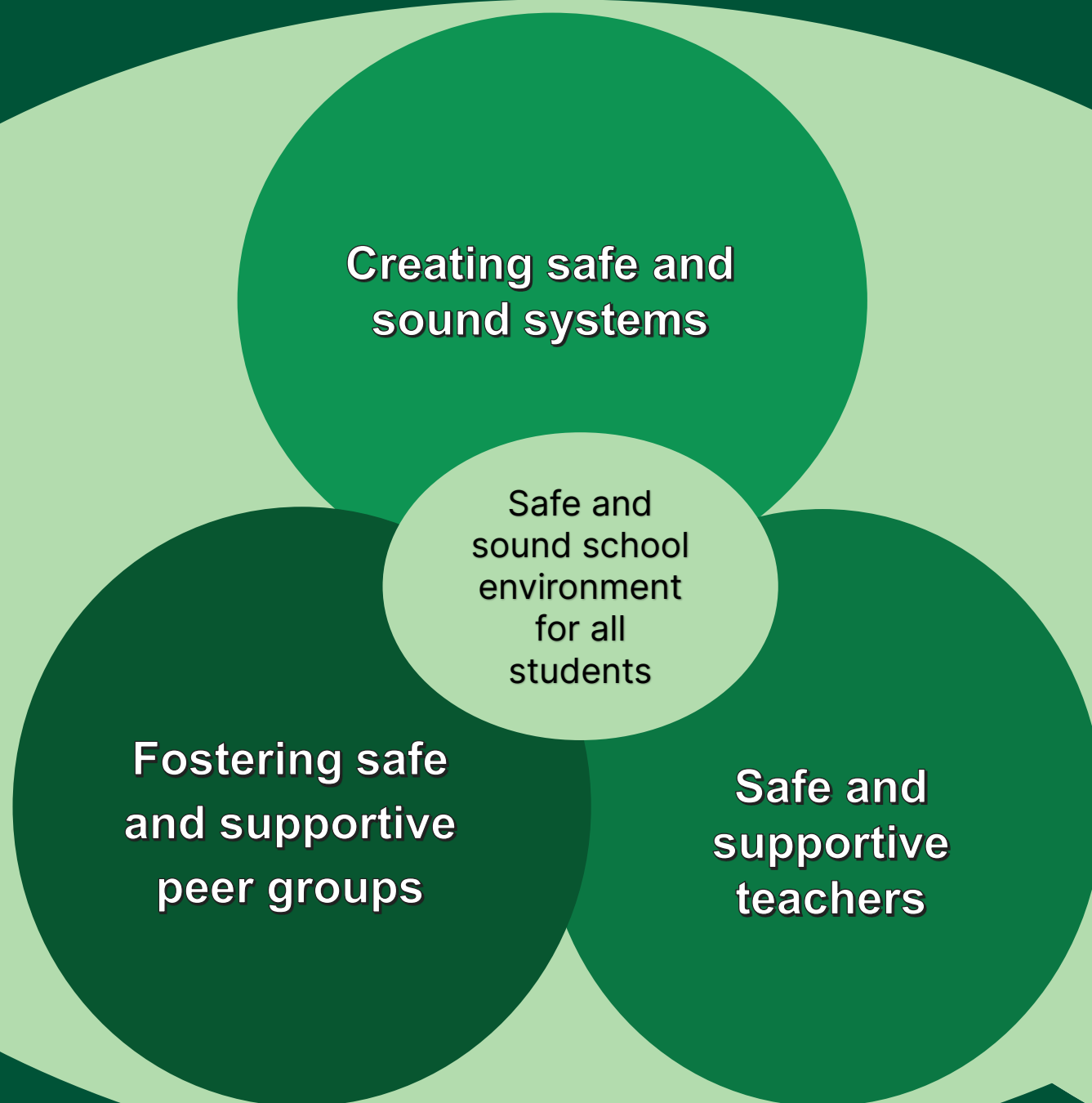


Proactive and Holistic Strategies for Preventing Bullying in Sandnes

Center for Safe and Sound Learning Environment -
TGL

Cecilie Heskestad
Britt Eva Gunvordal





Systematic work with the duties in the Education Act

- Providing knowledge
- Learning/ educational network
- Decision from the County Governor
- The schools' resource group

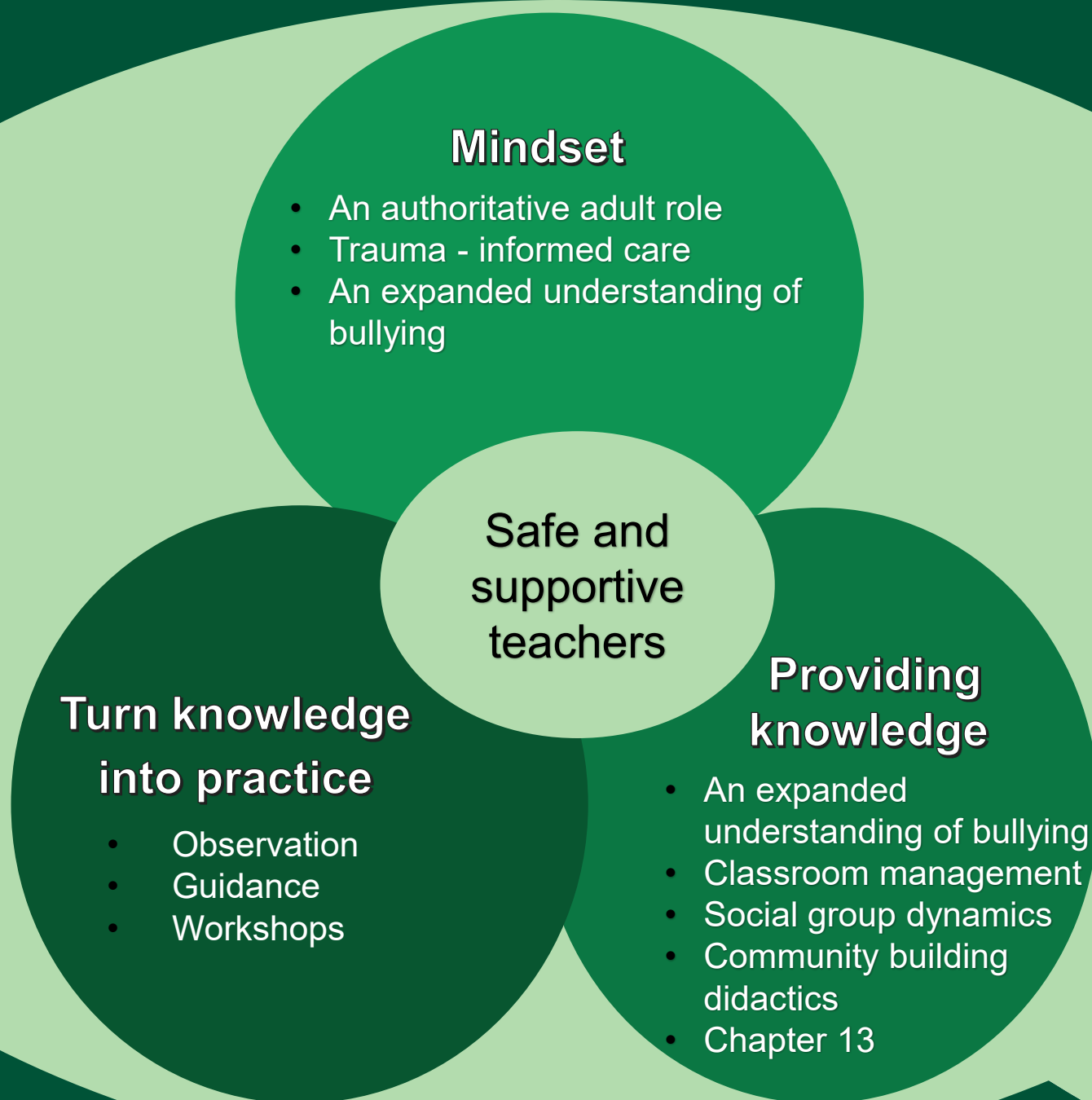
Developing good routines in each school

- Monitoring
- Intervene
- Inform
- Investigate
- Implement measures in a Plan

Creating safe and sound systems

Providing tools/templates

- Guides and templates
- Comprehensive Plan
- Action Plan
- Surveys



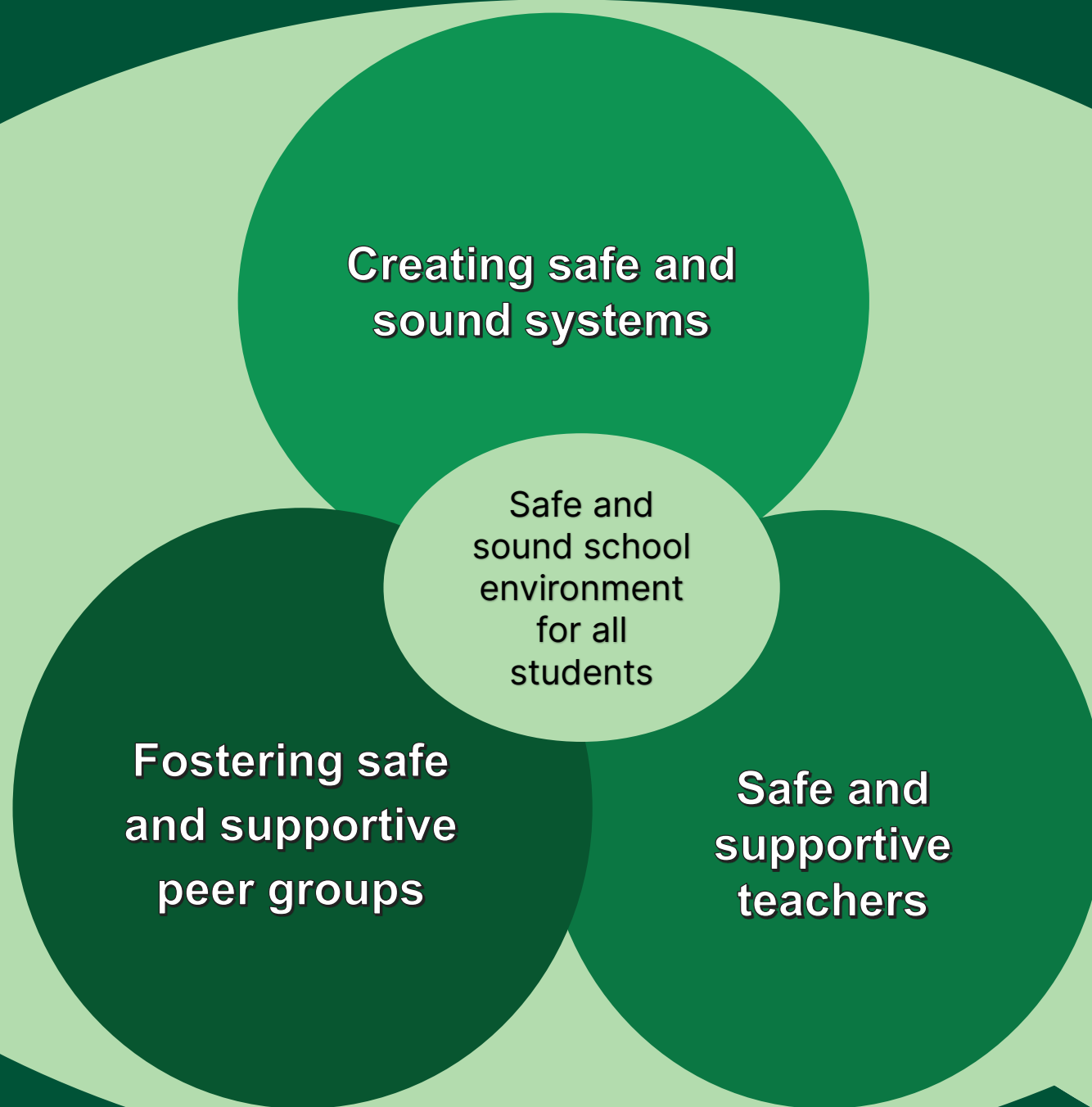




Case study

Lura school

By principal Lone Lunde



Creating safe and sound systems

Education Act

- Knowledge through courses
- Systematic work through the year

Safe systems and routines

- Comprehensive plan for a safe and supportive school environment
- Guides, templates and step-by-step instructions
- Resource group
- Social education team



Tools

- Klassesetrvsel (survey)
- Monitoring and uncovering

Support from TGL in specific cases

- Cases from the county governor
- Complex and difficult cases



Safe and supportive teachers

- Shared understanding of bullying
- Shared/expanded definition of bullying
 - Through trauma-informed care
- Using courses from TGL to build safe teachers (chapter 13)
 - Challenging mindset
 - Practical training
- Working on creating a «Unified we» in the adult group
- Leadership accommodating clear communication and expressing high expectations



Fostering safe and supportive peer groups

Building and strengthening the «unified we»

- Through shared experiences
- Through community building teaching
- Outdoor school
 - Practical and collaborative approach to teaching and learning
- Play-based learning
 - Focusing on safe relationships and collaboration



Conclusion



Important factors to succeed

- Admit and allow for it to be a continuous and collective effort
 - Not just within Lura school, but across all schools in Sandnes collectively
- Dear to set the bar high – through high expectations and clear communication
- Allow ourselves to build brick by brick
- Build and maintain a culture that allows inclusion on every level





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