



Sauda kommune

Welcome to a new kindergarten and school year!

Information for parents and guardians





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We need each other!

Children and young people spend large parts of their everyday lives in kindergarten, school and SFO. The environment they encounter there has a major impact on well-being, development and learning.

At the same time, the different parts of their lives are closely connected. What children experience in kindergarten, school and SFO affects life at home – just as what they learn, experience and encounter at home shapes how they meet others in the community.

A good environment is therefore not created by staff or parents alone. We adults around the children – both parents and staff – help shape the attitudes, relationships and culture that children are part of every day.

Children need adults who stand together around them. When challenges arise, the question is not who is responsible, but what we can do together to create an environment where everyone experiences safety, belonging and community.



Values statement

Sauda Municipality works to ensure that all children and young people have a safe and positive everyday life in kindergarten, school and SFO.

To achieve this, we depend on good cooperation with all parents and guardians.

The values statement commits all of us to this work.

It says:

- **Everyone needs to be seen, accepted and to belong.**

This means that children should feel that they are taken seriously, recognised for who they are, able to express their thoughts and feelings, and that they belong to the community in kindergarten, school and SFO.





Staying home when ill?

- **All children in Sauda should be seen, accepted and feel that they belong. A key foundation for this is regular attendance.**
- In Norway, children have a duty to receive education, and the school is responsible for providing the education to which they are entitled. To do this, we need them to attend school.
- Attendance at kindergarten is not compulsory, but regular attendance is still important. Everyday interaction with other children and adults builds relationships and community and gives children experiences that are important for well-being and development.
- Children with a fever, vomiting, diarrhoea or another contagious illness must stay at home.
- If the child is slightly unwell, their general condition determines whether they should stay home or can attend kindergarten or school.
- If you are unsure, it can often be best to come in. If the child does not improve, or becomes worse, we will contact you.
- For the youngest children (kindergarten age), closeness and care from parents are particularly important when they are not well enough to take part in a normal kindergarten day. Children are also in closer contact with one another in kindergarten, so infections can spread more easily.



School absence

- **Children attend school 190 days a year and have both the right and the duty to attend on school days.**
 - The school calendar shows school days and holidays and is published for two school years at a time on Sauda Municipality's website. We encourage families to schedule holidays, travel and other activities during the designated school holidays.
 - Leave of absence for reasons other than illness should only be requested in exceptional circumstances. Applications are submitted through the parent portal in Visma.
 - The school assesses each application individually, including the pupil's learning outcomes, educational needs and previous absence.
- Parents may apply for up to 10 days of absence per school year not to be recorded on the lower secondary school certificate. This includes, among other things, documented absence for health reasons.
 - **If your child is struggling to attend school, please get in touch as early as possible. Together we can identify what is difficult and find good solutions that make returning safer and easier.**
 - The schools have a common procedure for following up absence. If absence develops in a concerning direction, the school will make contact at an early stage. This applies to both documented and undocumented absence.

Safe and positive environment

We work actively to create an environment where everyone experiences safety, respect and a sense of belonging.

All kindergartens and schools have a plan for how they work to promote a safe and positive psychosocial environment.

The school rules provide a framework for how pupils and adults should interact. They have been adopted by the municipal council.

The Kindergarten Act on children's rights:

Section 41. Zero tolerance and preventive work

The kindergarten must not tolerate violations such as exclusion, bullying, violence, discrimination or harassment. Everyone who works in the kindergarten must intervene when a child is subjected to such violations.

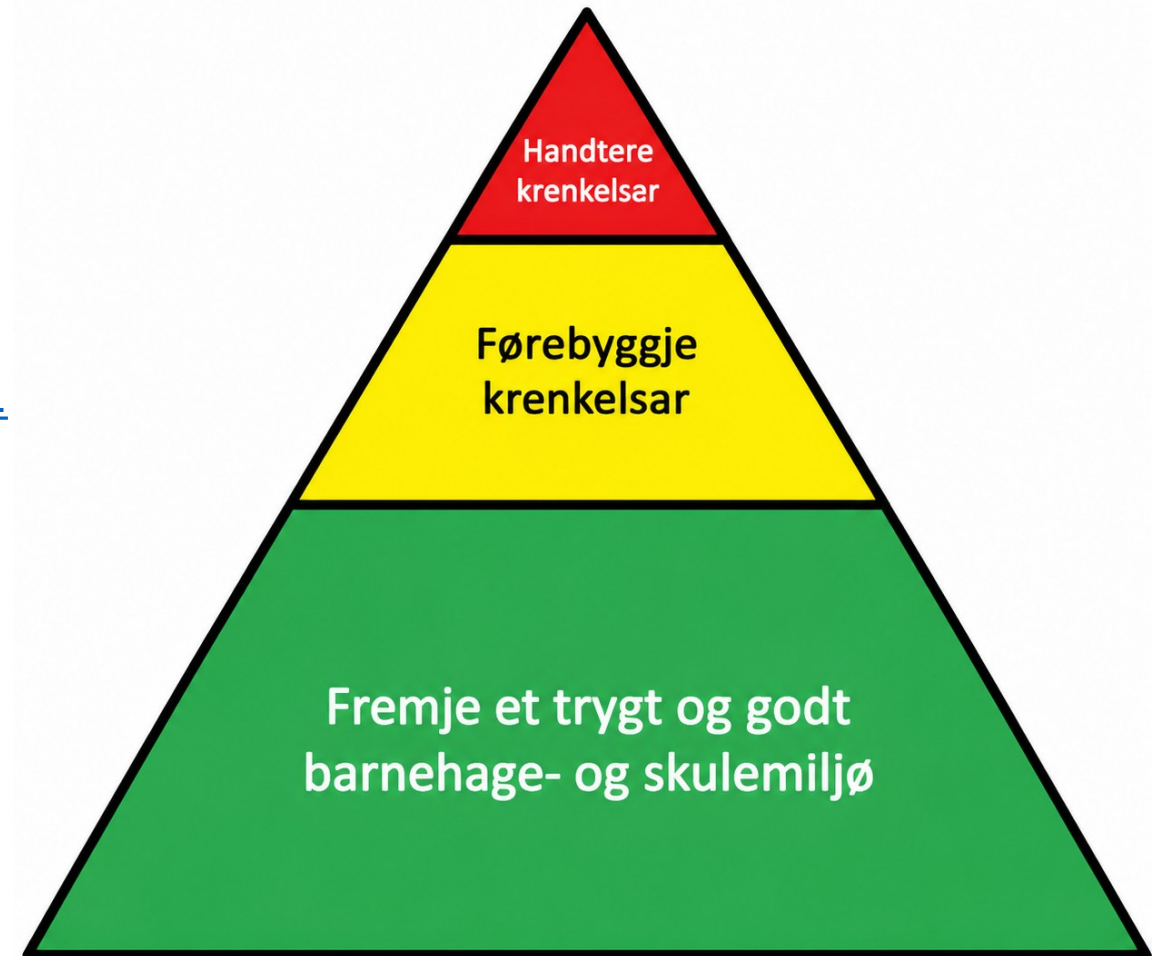
The kindergarten must prevent situations in which children do not have a safe and positive kindergarten environment by continuously promoting children's health, well-being, play and learning.

The Education Act on pupils' rights:

Section 12-3. Zero tolerance and preventive work

The school must not tolerate offensive behaviour such as bullying, violence, discrimination or harassment.

The school must work continuously to ensure that all pupils have a safe and positive school environment.





Safe and positive environment in kindergarten, school and SFO

What should you do if you are concerned?

Your own child → contact the educational leader/class teacher

Whole group/class → contact the pedagogical leader/form teacher/SFO (After-school) leader or parent representative

When you report a concern:

A case is opened and investigated as soon as possible

You will be informed of the outcome

* Rights violation → action plan with measures

* No rights violation → dialogue about improvement

If you are not satisfied

Contact the Bullying Ombud in Rogaland for advice

Submit a complaint to the kindergarten manager/principal

Then to the municipal director and, if relevant, the County Governor

At school, parents may also complain directly to the County Governor

[Read more on Sauda Municipality's website.](#)



Community and inclusion for everyone – a shared responsibility

**When your child is doing well,
my child is doing well!
When my child is doing well,
your child is doing well!**
(Unknown)

To build strong and safe communities around children, we need parents who look beyond their own child and, together with us, take responsibility for ensuring that every child feels that they belong.

A good environment for growing up is created when adults stand together.





Safe and positive environment – parents' contribution

As a parent, you contribute to a safe and positive psychosocial environment by, among other things:

- Speaking positively about other children, families, staff and the community your child is part of.
- Being aware that the actions and values your child encounters at home affect how they meet others in kindergarten and school.
- Helping your child show respect, include others and understand that everyone has a responsibility for a good community.
- Setting clear boundaries and teaching your child how we behave towards others, both face to face and in digital spaces.
- Stopping and guiding your child when behaviour, language or actions negatively affect others, both online and in everyday interactions.

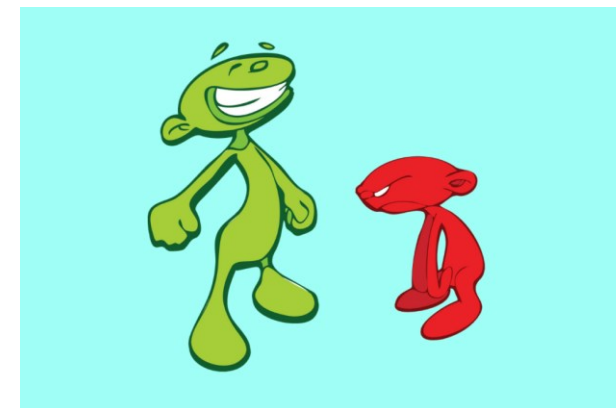


Safe and positive environment – practising life skills

As a parent, you also indirectly strengthen your child's psychosocial environment when you help your child experience that development often requires practice, patience, courage to face challenges and a willingness to tolerate some struggle along the way.

Children gradually need to learn to accept that not everyone agrees with them, that they do not always get their way, that they may lose a game, wait their turn, and see others succeed when they do not. Such situations create frustration, and that is completely normal. Frustration is part of growing up!

When you support your child through these processes, you help build self-esteem and self-confidence. This in turn provides an important foundation for coping with life and for how the child meets challenges and relationships throughout life.



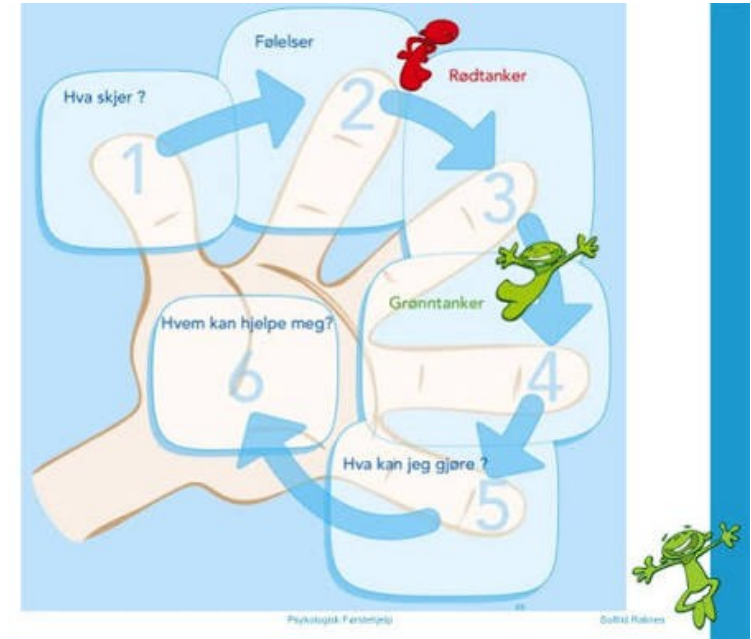
From the toolbox
“Psychological First Aid”

Safe and positive environment – emotions need guidance

Children are born with emotions, but not with fully developed abilities to understand or regulate them.

They therefore need adults who acknowledge their feelings while also helping them understand that the world cannot and does not always have to adapt to what they feel.

Feelings do not always reflect external reality. Sometimes children therefore need to adapt to their surroundings.



From the toolbox
“Psychological First Aid”

Safe and positive environment – resilient adults

This means that we adults must be able to remain steady through children's strong emotional outbursts without letting the emotions control us. Validating feelings means showing understanding for the feelings, not always giving in to them.

Adults need to be resilient enough to handle such situations wisely and safely.

Adults should set safe boundaries, stop unwanted behaviour in a safe and appropriate way when needed, and help the child understand what they can do next.

What matters for the child is experiencing that adults see them, can tolerate their feelings and show that they still belong, even on days when emotions are expressed strongly.



Toolbox – understanding children's behaviour

In kindergarten, school and SFO, we have a toolbox for understanding and responding to children's behaviour.

Some of these tools may also be useful for parents, either as reflection tools that help you understand yourself or your children better, or for use in dialogue with children (adapted to their age).

Relevant tools are presented on the following pages.



THE MOTIVATION LADDER

The motivation ladder shows that development happens step by step. Children do not go from “I can’t do it” to mastery in a single day. They need time to practise, try, fail, adjust and experience progress along the way.

The goal is not for the child always to succeed immediately, but to learn that development requires effort, patience and a willingness to keep going even when something is difficult. They may also need help to reach the next step. A sense of mastery is often the key to moving forward.

An important task for adults is not to remove every challenge, but to support the child in taking one more step. Let them help find solutions themselves.

Recent research shows that too much accommodation can contribute to reinforcing anxiety. Children need support and security to practise and gradually face what is difficult.



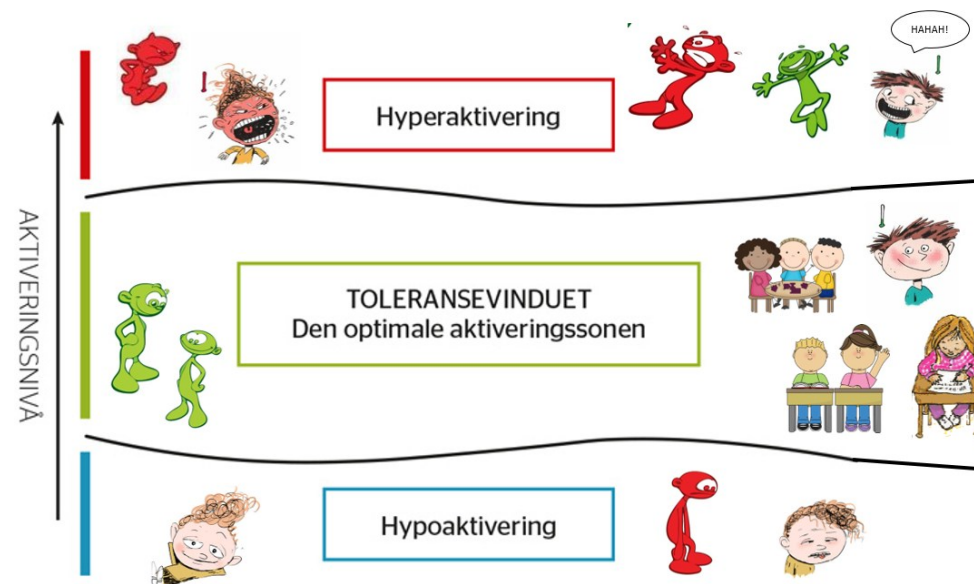
THE WINDOW OF TOLERANCE

The window of tolerance shows how much activation our body and brain can tolerate before we become dysregulated. Its size varies from person to person. Inborn personality, temperament, previous experiences, environment and other factors affect how wide our window of tolerance is.

When children are within their window of tolerance, they are able to think, learn, cooperate and regulate their emotions well. When activation becomes too high, a child may become angry, frustrated, impulsive or lose control. When activation becomes too low, a child may withdraw, become passive or shut down.

As a parent, it is important to understand that children who are outside their window of tolerance first need help to return to calm and balance before they are ready for guidance, learning or good conversations.

Children gradually learn to regulate their own emotions and reactions through support from adults who can remain regulated themselves. When adults meet the child with clarity, calm and warmth, it creates safety and helps the child return to their window of tolerance.



THE LEARNING PIT

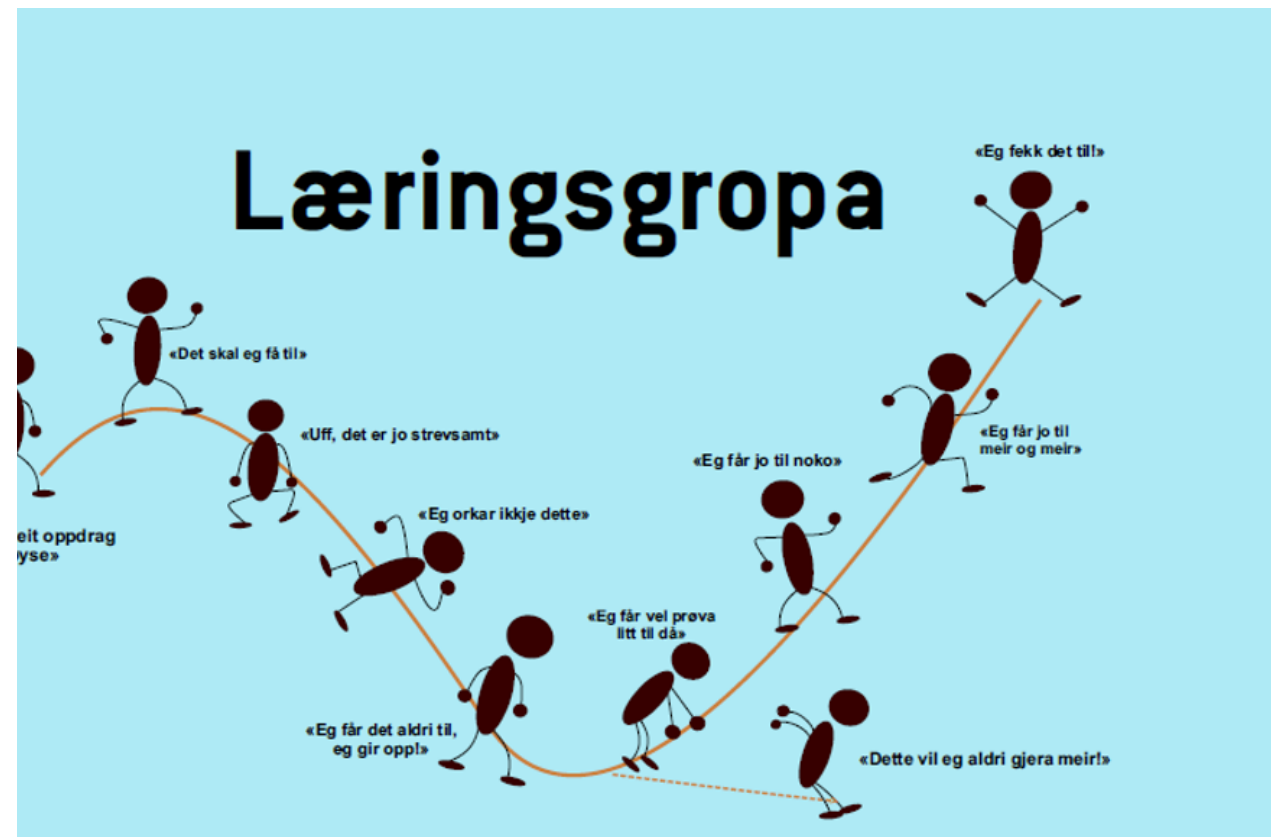
The learning pit shows that development and mastery rarely happen without resistance.

When children encounter something new or difficult, it is completely natural to feel uncertainty, frustration, discouragement or a desire to give up along the way.

As a parent, it is important to understand that such reactions do not mean that something is wrong. They are often a necessary part of the learning process.

Children need adults who help them stay with the discomfort, keep going a little longer and experience that they can move forward even when it feels difficult right now.

When we do not remove every challenge, but support the child through them, the child learns something of great value: I can face resistance, persevere and succeed! This builds self-esteem and self-confidence.



Better early and interdisciplinary intervention – BTI

Growing up in Sauda should be safe and positive. Even so, challenges sometimes arise that mean not everyone is doing well.

In Sauda, we use the BTI model to ensure that children and young people receive the help they need. BTI stands for better early and interdisciplinary intervention.

No concern is too big or too small.

BTI is a collaboration model involving services that work for and with children and young people.



BTI guide

The BTI guide is our working tool when there is concern about a child's development. The most important thing you can do as a parent is to speak up early if you are concerned about your child's personal, social, learning or academic development.

[Skriv ut BTI-veileder oversikt](#)

Nivå 0	Nivå 1	Nivå 2	Nivå 3
Definer uroen for et barn/ungdom, gruppe eller klasse. Klikk på hvert trinn for å få mer utfyllende informasjon Trinn 1: Definer uroen Trinn 2: Del uroen med leder Trinn 3: Del uroen med barnet/ungdommen, foresatte eller den gravide Trinn 4: Pedagogisk analyse Trinn 5: Grunn til videre oppfølging? Trinn 6: Avslutt saken	Vurdering, gjennomføring og evaluering av tiltak Trinn 1: Samtykke til stafettlogg Trinn 2: Skape felles forståelse Trinn 3: Bli enige om virksomme tiltak Trinn 4: Iverksette tiltak Trinn 5: Evalueringsmøte	Behov for mer hjelp – tverrfaglig samarbeid og medvirkning Trinn 1: BTI-møte Trinn 2: BTI-møte planlegg tiltak Trinn 3: Iverksette koordinerte tiltak Trinn 4: Evalueringsmøte - drøftingsdel Trinn 5: Evalueringsmøte - beslutning	Videre tverrfaglig samarbeid og medvirkning <i>Nivå 3 er i prosess – endringer vil komme</i> Trinn 1: Første møte med aktuell instans Trinn 2: Planlegg tiltak Trinn 3: Iverksett koordinerte tiltak Trinn 4: Evalueringsmøte - drøftingsdel Trinn 5: Evalueringsmøte - beslutning



Road-safety municipality/school

Sauda Municipality is a road-safety municipality, and our schools are approved as road-safety schools.

This means, among other things, that kindergartens emphasise traffic education when they are out with the children, and schools include traffic education in teaching.

Road safety is not only about rules. It is about habits, attitudes and adults setting a good example.

Parents are an important part of children's traffic education because good habits are created early through what children see, learn and experience every day.



Heart Zone

- All primary schools have signs marking a Heart Zone.
- A Heart Zone means that we want as little car traffic as possible in this area.
- Children who are driven to school should be dropped off before reaching the Heart Zone sign.
- It is not a prohibition sign, but a strong request to help reduce car traffic around the school.



HJERTESONE
TRYGGERE VEI

Road-safety municipality/school – parents' contribution

As a parent, you contribute to good habits and attitudes in traffic by, among other things:

- Giving your child traffic practice by walking or cycling together in your free time.
- Walking or cycling to kindergarten.
- If you have to drive, show consideration when dropping off and picking up. Avoid dangerous situations.
- Let your child walk or cycle to and from school where possible.
- If you have to drive your child to school, let them walk from a point where the route is safe, or use recommended and safe stopping places. Pick up at the same place.

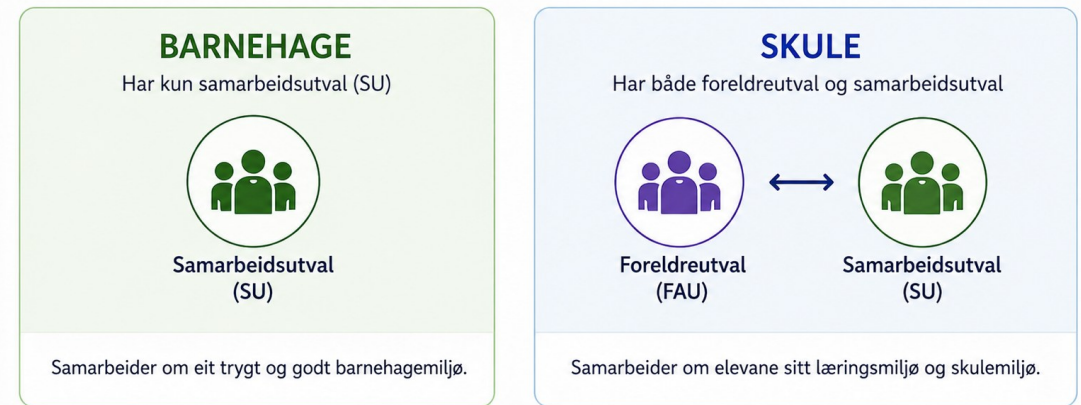


Formal parent–school cooperation

- Parent–school cooperation is organised through parent representatives, the Parents' Working Committee (FAU), the Cooperation Committee (SU), and where applicable the Municipal Parents' Committee (KFU).
- Kindergartens have a Cooperation Committee only.
- Schools have both a parents' committee and a cooperation committee. This has been adopted by the municipal council and is set out in Sauda Municipality's regulations on school rules and school democracy.

Foreldresamarbeid

Foreldresamarbeidet er organisert gjennom ulike utval.



Dette er vedteke av kommunestyret og kjem fram av [forskrift om skulereglar og skuledemokrati, Sauda kommune](#).

Parent/class representatives:

- Each school class has two parent representatives:
 - 1. A social representative, responsible for initiating two class-community activities outside school hours each school year.**
 - The activities should be planned and carried out together with, or may be delegated to, other parents. The social representative's additional responsibility is simply to take the initiative to ensure they are carried out.
 - The social representative is also the contact person for matters concerning the learning environment of the whole class.
 - 2. An FAU representative, who represents the class in the FAU and communicates matters and information between the class and the FAU.**
 - The FAU plans and manages its own work and works with the school to promote a safe and positive school environment.

Klassemiljøtiltak – saman skapar vi gode opplevingar

To klassemiljøtiltak utanom skuletid kvart skuleår

I kvar skuleklasse er det tradisjon for at føresette tar ansvar for å gjennomføre **to klassemiljøtiltak** utanom skuletid kvart skuleår.



Tiltaka skal planleggjast og gjennomførast saman med, eller delegerast til, andre føresette. Éin føresett har det ekstra ansvaret for å **ta initiativ** til at det blir gjennomført.



Verdien av desse tiltaka er høg, fordi elevar og føresette kan bli **kjende på ein meir uformell arena**.



Det er viktig at det er **enkle og inkluderande tiltak** som passar alle, er enkle å gjennomføre og ikkje har høge kostadar.



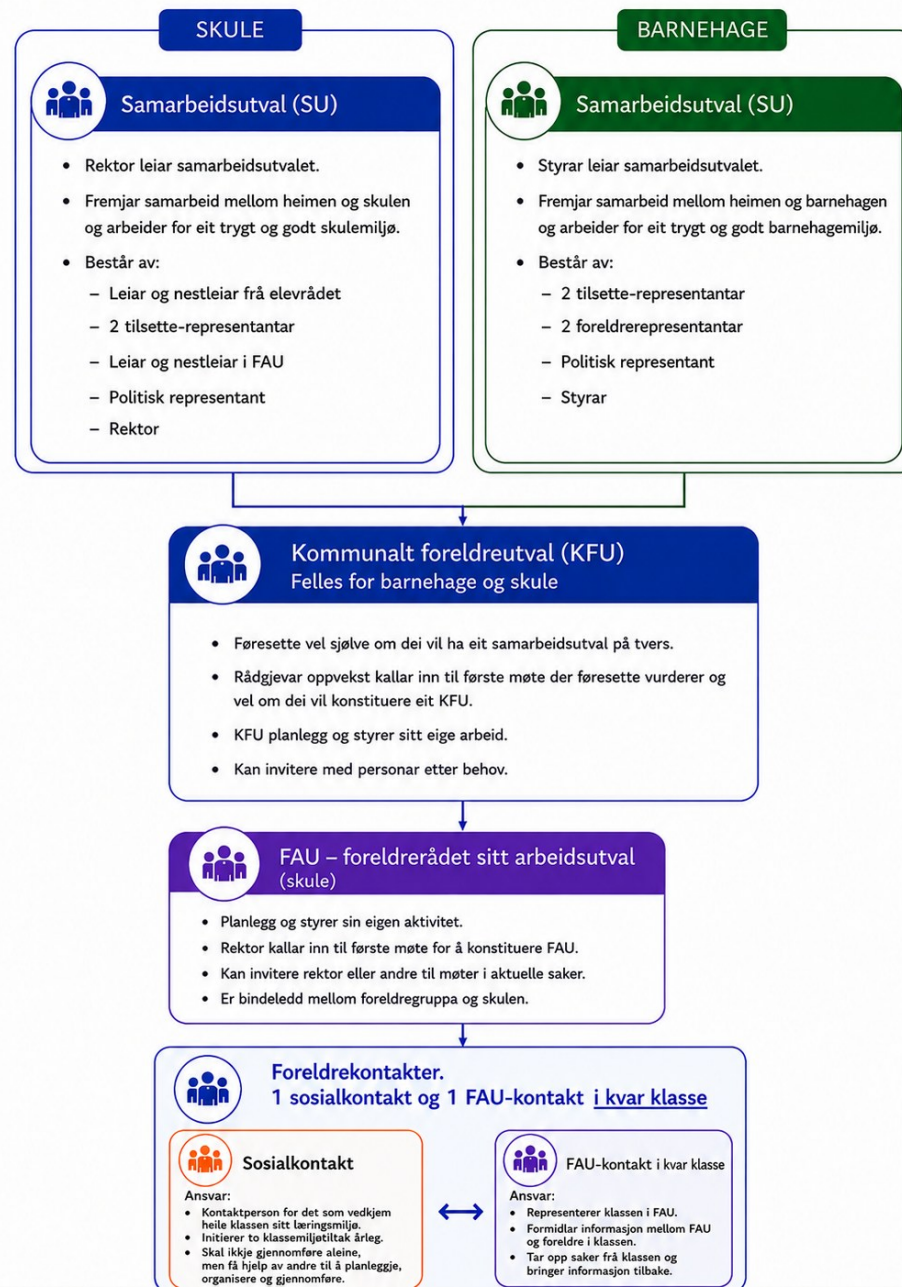
Det har vore tradisjon over fleire år at føresette tar ansvar for å gjennomføre to klassemiljøtiltak årleg. Dette blei initiert av foreldreutvalet på **Austarheim skule** for over 10 år sidan, og blei etter ønske frå føresette innført som praksis ved alle grunnskulane i Sauda kommune.



Saman skapar vi eit inkluderande klassemiljø og gode minner for både små og store!

Roller i foreldresamarbeid

Saman for eit trygt og godt barnehage- og skulemiljø



Expectations for parent–school cooperation

What kindergarten, school and SFO expect from parents:

- Contribute to good, trusting cooperation
- Make contact early if something is unclear or questions arise
- Make contact early if you are concerned about your own child or the environment in the group/class
- Share information about the child that is relevant to everyday life and follow-up
- Notify us of absence
- Respect opening hours and deadlines in

What parents can expect from kindergarten, school and SFO:

- Contribute to good, trusting cooperation
- Provide clear and relevant information about matters affecting children's everyday lives
- Contact parents early if there is concern about a child
- Work actively to create good relationships and inclusive communities where both children and parents feel that they belong



Get in touch!

- It is always better to get in touch once too often than once too little!
- Visma is the communication channel used to contact staff in kindergarten and school.
- Sensitive information must never be sent by email or SMS.
- Social media channels such as Messenger, WhatsApp, Snapchat, etc. must not be used for communication about the child or their kindergarten/school day.





No child develops alone.
No adult succeeds alone.
The best thing we can give children
is for us to stand together around them.

