

The education provider must prevent and monitor the absences of a pupil participating in basic education and systematically intervene in them. The education provider shall notify the pupil's guardian or other legal representative of unauthorised absences. (The Basic Education Act, section 26)

The model of pupils' absences within basic education schools in the City of Jyväskylä

The guardian of a child of compulsory school age must ensure that the child of compulsory school age completes compulsory education. (The Act on Compulsory Education, section 9)

Activities supporting the pupils' participation, sense of community and well-being

- **Strengthening emotional, safety and interaction skills.**
- Personal encounter with the pupil and giving positive feedback
- Continuous building of group cohesion and creating a safe learning environment
- Supporting engagement and presence at the school
- Interactive cooperation between home and school
- Monitoring absences at individual and group level as part of the functioning of the collective pupil welfare services and the student welfare plan

Intervene immediately and settle with the pupil and the guardian

- Reluctance to attend school
- Worrying changes in the pupil's behaviour
- Repeated late arrivals
- Leaving in the middle of a lesson or school day
- A pupil is present at school, but does not attend the lessons
- Unauthorised absences
- Unexplained absences or insufficient explanations relating to absences
- Repeated absences from the same subject or on certain days of the week
- Repeated and prolonged absences

Over 30 hours primary school / 50 hours lower secondary school *)

- **The class teacher gets clarification on the absences by discussing with the pupil and the guardian or by sending a Wilma message.**
- **The class teacher monitors the progress of learning, recognises learning difficulties and assesses the need for support.**
- The class teacher consults the pupil welfare services at a low threshold, in the event of concern over the pupil, their learning or progress in studies.
- The class teacher agrees, if necessary, on support measures and the date of the following review with the pupil and the guardian.
- **The class teacher clears the notice of absence in Wilma.**

Over 50h primary school / 70h lower secondary school *)

- **The class teacher gets clarification on the absences again by discussing with the pupil and the guardian and, if necessary, asks for a permission for an individual multidisciplinary meeting.**
- The class teacher consults pupil welfare services as needed.
- The class teacher convenes a multidisciplinary expert group if it is deemed necessary for the pupil's schooling or well-being. The meeting examines the reasons behind the absences, agrees on support measures and checks the level of pedagogical support. In addition, the following date of revision and the responsible person are agreed on.
- **If a multidisciplinary expert group is not convened, the class teacher agrees on support measures and follow-up with the pupil and the guardian.**
- **The class teacher clears the notice of absence in Wilma.**

Over 80h primary school / 100h lower secondary school *)

- **The class teacher gets clarification on the absences again by discussing with the pupil and the guardian and asks for a permission for an individual multidisciplinary meeting.**
- **The class teacher convenes a multidisciplinary expert group.** The meeting examines the reasons behind the absences, agrees on support measures, such as special pedagogical arrangements, and checks the level of pedagogical support. In addition, follow-up is agreed on and a person responsible for the process is designated. Actors external to the school are consulted and invited to the meeting as necessary.
- The class teacher makes, if necessary, 1) a contact in accordance with the Social Welfare Act to assess the need for support or 2) a child welfare notification.
- **The class teacher clears the notice of absence in Wilma.**

*) All absences during a term are taken into account when calculating absences

1) Contacting social welfare services for the purpose of assessing the need for support always requires the consent of the child or the child's guardian.
2) Child welfare notification can be made without the guardian's consent. We recommend making the child welfare notification in cooperation with the guardians.

The operational model is part of the [City of Jyväskylä's Growth and Learning Services Development Programme 2023-2025](#).