

# Absence model for schools within basic education in Laukaa

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

## Early intervention

- The teacher gets clarification on the absences by discussing them with the pupil and the guardian.
- The teacher monitors the progress of learning, identifies learning difficulties and assesses the need for support.
- The teacher consults a special needs teacher and pupil welfare services if they have any concerns, big or small, about a pupil's wellbeing, learning or schooling.
- The teacher agrees, if necessary, on support measures along with the next review date with the school pupil and the parent/carer.
- Unauthorised and unresolved absences are intervened in immediately.

## Intervene immediately and resolve with the pupil and the guardian

- worrying changes in the student's behaviour
- reluctance to attend school
- 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
- unresolved absences or insufficient explanations relating to absences
- repeated absences from the same subject or on certain days of the week
- repeated and prolonged absences.

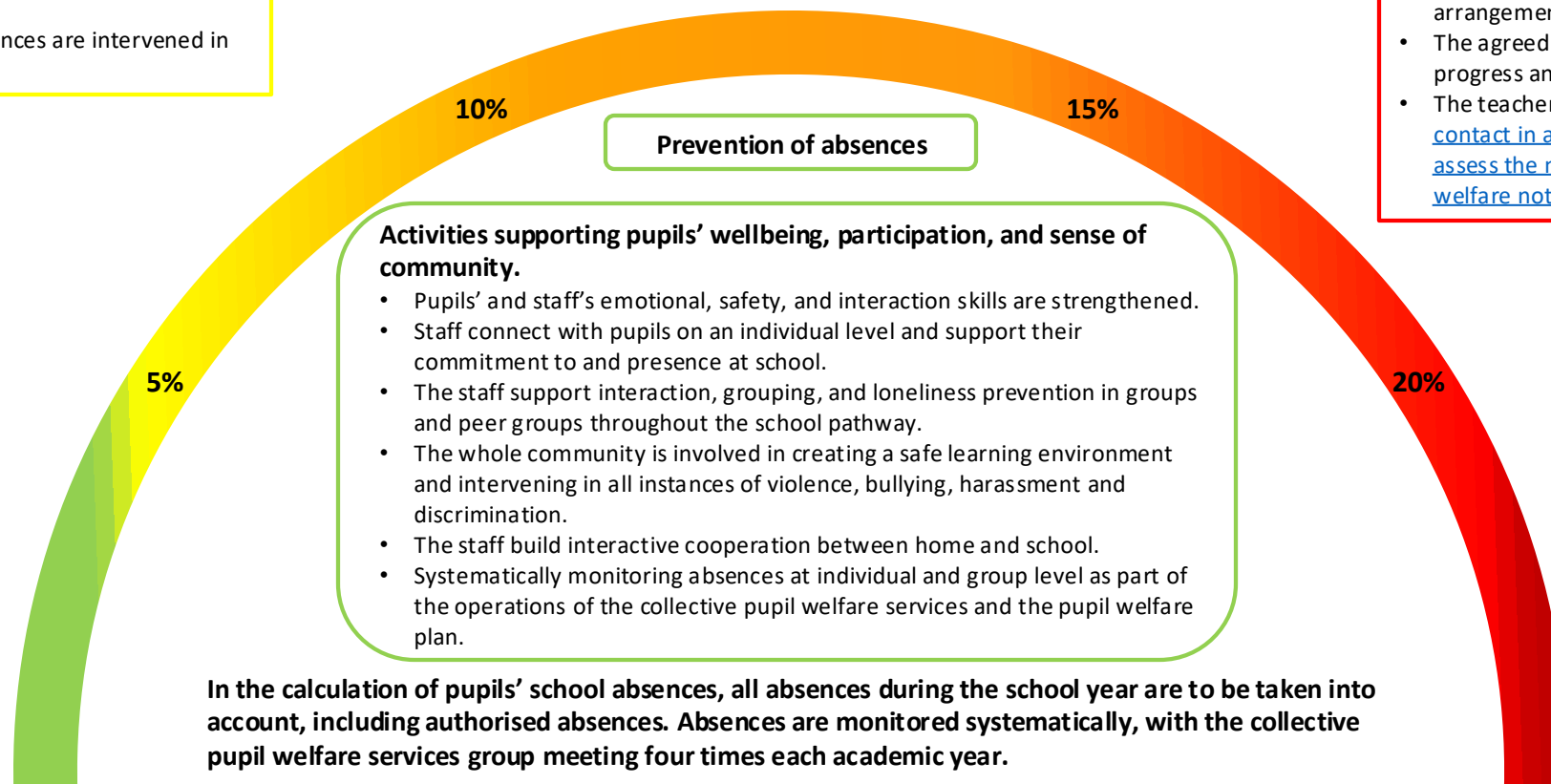
## Targeted actions

- The teacher contacts the guardians and if necessary requests permission to assemble a multidisciplinary expert group and launch individual pupil welfare support.
- If necessary, the teacher consults a special needs teacher and pupil welfare services.
- The teacher convenes a multidisciplinary expert group if it is deemed necessary for the pupil's schooling or wellbeing.
- At the meeting, those present explore the reasons behind the absences, check the level of pedagogical support, and agree on objectives and school and home support measures.
- Additionally, the person responsible and the date for the next review are agreed on.
- If a multidisciplinary expert group is not convened, the teacher agrees on support measures and follow-up monitoring with the pupil and the guardian.
- Communal targeted actions are also agreed on.

Children permanently resident in Finland are subject to compulsory education. According to the law, the parent/carer of a pupil in compulsory education shall see to it that compulsory schooling is completed. (The Act on Compulsory Education, Sections 2 & 9)

## Strong actions

- Individual pupil support is strengthened.
- Actors external to the school are consulted and invited to the meeting as necessary.
- In multidisciplinary expert groups, teachers and pupil welfare services professionals agree on [broader mapping of the reasons for the absences](#) with the pupil and their guardians.
- The level of pedagogic support is reviewed and support measures agreed, such as flexible teaching arrangements or special pedagogic arrangements.
- The agreed person responsible takes care of the progress and monitoring of the process.
- The teacher, if necessary, 1) [initiates social welfare contact in accordance with the Social Welfare Act to assess the need for support](#) or 2) [submits a child welfare notification](#).



## If the absences continue

- The multi-agency cooperation is strengthened and clarified.
- Special teaching arrangements (Basic Education Act, Section 18), special areas of focus, multi-age education (VSOP), and individualisation of subjects.
- The person responsible supports the pupil's return to school systematically.