



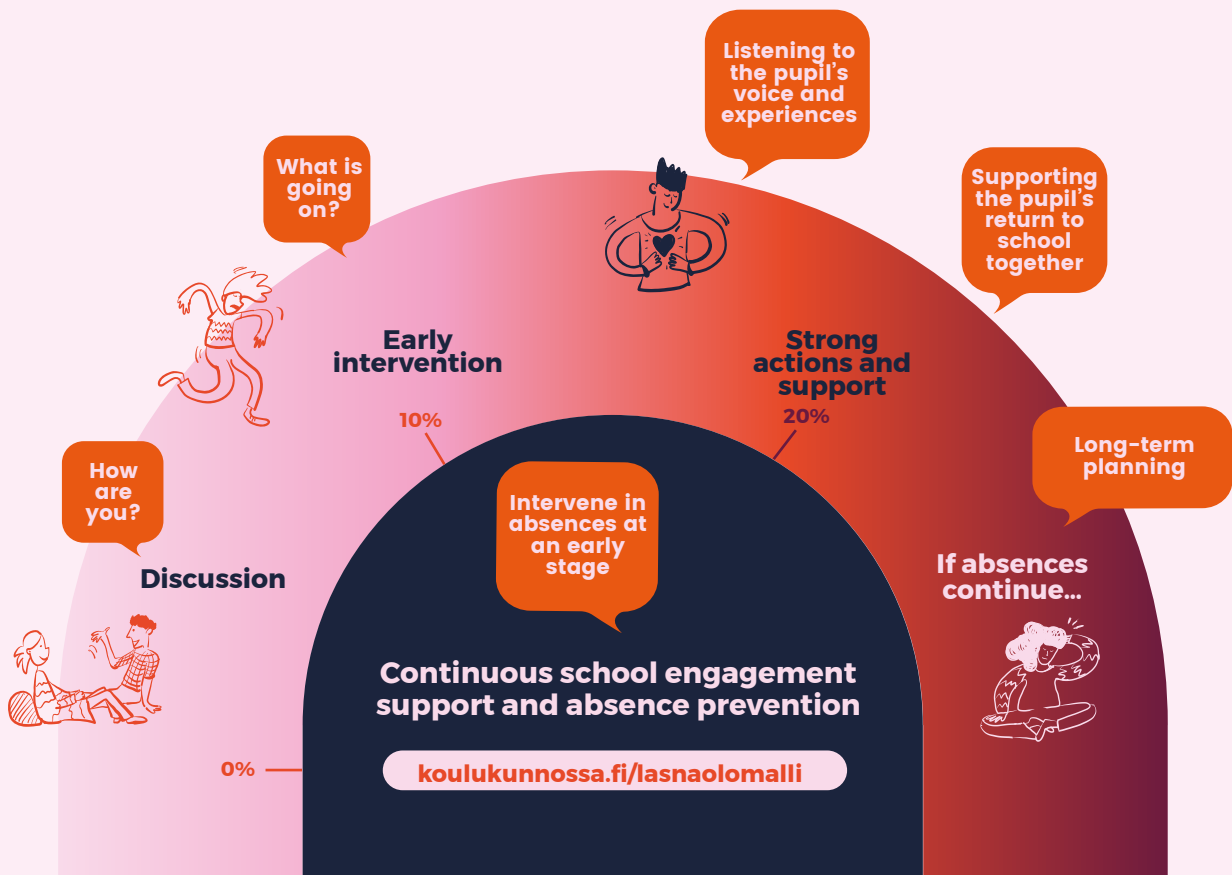
# KouluKunnossa

## Absence Intervention Model

### WHAT IS IT?

The KouluKunnossa absence intervention model is a comprehensive operating model for school engagement support, school absence monitoring and absence intervention. The aim of this model is to support the pupil's learning, growth and wellbeing.

School engagement refers to the child's or adolescent's attitude and commitment to schoolwork. School engagement is influenced by school-related emotional experiences, inclusion in school life and willingness and ability to put effort into learning and schoolwork. School engagement prevents absences and promotes learning.



According to this model, the pupil's school attendance is supported continuously, and absences are addressed in a planned manner. This absence intervention model is based on the Basic Education Act, and it guides the school and parents/guardians to act at an early stage. It covers school engagement support and absence prevention, early intervention and strong support.

## **WHY IS THIS MODEL USED?**

Absences affect the pupil's learning and wellbeing. Therefore, the pupil must be supported and encouraged to attend school. A positive atmosphere in the school, caring interactions and intervention in bullying incidents create a basis for attendance and school engagement. Support for school engagement should be provided to all pupils consistently, every school day. Cooperation between school and home plays a crucial role in supporting the pupil's attendance, preventing absences and intervening in possible absences. The actions guided by this model primarily focus on supporting school engagement and preventing absences.

Absences include all authorised and unauthorised absences. Early intervention in absences is an act of caring. The threshold for discussing absences must be low. Teachers monitor absences actively. The purpose of early intervention is to find out how the pupil is doing and whether they need any support. The reasons for absences are often complex, and identifying them is critically important so that the pupil can be provided with the support they need. Understanding how attendance impacts learning and wellbeing, as well as recognizing absences as a risk factor, is crucial.

## **HOW IS THIS MODEL USED?**

The absence intervention model includes definitions for different stages of intervention. These stages are based on the number of absences the pupil has. Appropriate actions and parties involved in them are described for each stage. The model emphasises encountering and listening to every pupil as an individual, consulting with the school welfare service and utilising multi-professional collaboration. Multi-professional collaboration involves professionals from various fields working together to address the pupil's needs. These professionals can include form teachers,

school welfare officers, psychologists, nurses, counsellors and social workers.

The pupil's absences are addressed whenever concerns arise, but at the following stages at the latest:

## Early intervention



- The pupil has **missed 10% of school over the past 12 weeks.**
- This means **approx. 30 hours in primary school and approx. 40 hours in secondary school.**
- When the absences exceed this amount, the teacher will discuss the situation with the pupil and contact their parents/guardian. The need for support with schoolwork or school engagement will be determined together with the parents/guardian. If there is need for support, the forms of this support will be planned together. This stage may involve multi-professional collaboration if necessary. The actions for monitoring the situation will be agreed on, and it will be ensured that the pupil benefits from the agreed forms of support.

## Strong actions and support



- The pupil has **missed 20% of school over the past 12 weeks.**
- This means **approx. 50 hours in primary school and approx. 70 hours in secondary school.**
- When the absences exceed this amount, a multi-professional specialist team will be formed if the pupil and/or their guardian agree to this. In this multi-professional specialist team, professionals from different fields will work together to support the pupil. The purpose of this team is to identify the pupil's support needs and agree on the forms of support. In addition to the pupil and their guardian and teacher, professionals such as a school welfare officer, psychologist, nurse or SEN teacher will be invited to the multi-professional specialist team as necessary. A meeting will be organised, and one person from the school will be designated to handle communication among team members and coordinate invitations for

the next meeting. The responsible person will also monitor the implementation of the support actions in the school. The pupil and their guardian will always be listened to when the support is planned and implemented, and the family will be supported throughout this process.

## **If absences continue...**



Sometimes absences may continue even if the pupil has been supported as agreed. In such cases, the responsible person in the school will ensure that the reasons behind the absences have been identified properly and that the parents/guardian, the school and the various professionals share the same understanding of the situation. A plan will be created to outline how the pupil's return to school is supported. The support actions provided by the school will be utilised in a comprehensive, flexible manner and for a sufficiently long time. The responsible person will work closely with the pupil and their guardian while actively monitoring the pupil's situation. The professionals providing support to the pupil will strengthen their collaboration, and their roles and responsibilities as support providers will be defined in more detail. The school will also be in direct contact with the pupil. Flexible teaching arrangements will be made possible.

## **Every pupil is important!**



Support materials are available at [koulukunnossa.fi](https://koulukunnossa.fi)