



CITY OF ESPOO STUDENT WELFARE PLAN



Contents

1 INTRODUCTION	3
2 STUDENT WELFARE	4
3 STUDENT WELFARE ARRANGEMENTS AND STEERING GROUPS.....	6
4 ASSESSMENT OF THE OVERALL NEED FOR STUDENT WELFARE AND AVAILABLE STUDENT WELFARE SERVICES.....	7
5 MEASURES TO PROMOTE COMMUNAL STUDENT WELFARE	7
5.1 Communal student welfare	8
5.2 Tasks and members of the communal student welfare group	9
5.3 Communal student welfare in pre-primary education.....	9
5.4 Communal student welfare in basic education.....	11
5.5 Communal student welfare in upper secondary education	13
6 MEASURES TO ARRANGE THE NECESSARY SUPPORT (INDIVIDUAL STUDENT WELFARE).....	16
6.1 Individual student welfare	16
6.2 Student welfare service path in pre-primary, basic and upper secondary education.....	17
6.3 Individual student welfare in pre-primary education	18
6.4 Individual student welfare in basic education	20
6.5 Individual student welfare in upper secondary education.....	22
7 COOPERATION WITH STUDENTS AND PARTIES THAT SUPPORT STUDENT WELLBEING	26
7.1. Cooperation in pre-primary education	26
7.2 Cooperation in basic education	28
7.3 Cooperation in upper secondary education.....	29
8 CRISIS PLAN AND THE CREATING A STRONG COMMUNITY TOGETHER PLAN AGAINST BULLYING, VIOLENCE, HARASSMENT AND DISCRIMINATION IN ESPOO'S GROWTH AND LEARNING SECTOR	30
9 CONTROL OF STUDENT WELFARE	30

APPENDICES TO THE STUDENT WELFARE PLAN

Common appendices

- Appendix 1. Assessment of the overall need for student welfare and the available student welfare services
- Appendix 2. Creating a strong community together – Plan against bullying, violence, harassment and discrimination in Espoo's Growth and Learning Sector
- Appendix 3. Crisis plan

Appendices for pre-primary education

- Appendix 4. Task descriptions of student welfare operators in pre-primary education
- Appendix 5. Monitoring and addressing absences in pre-primary education
- Appendix 6. Preventive substance abuse plan for pre-primary education

Appendices for basic education

- Appendix 7. Task descriptions of student welfare operators in basic education
- Appendix 8. Absence intervention and support for attendance in basic education
- Appendix 9. Plan for preventing and stopping substance abuse in Espoo's basic education and upper secondary schools (also applies to upper secondary)
- Appendix 10. Procedure regarding pupil health (also applies to upper secondary)

Appendices for upper secondary education

- Appendix 11. Task descriptions of student welfare in upper secondary education
- Appendix 12. Monitoring and addressing absences in upper secondary education

1 INTRODUCTION

The City of Espoo Student Welfare Plan came into effect on 1 August 2023. It was prepared in cooperation with all departments of the Growth and Learning Sector in addition with schools, guardians, and the personnel of student welfare services. The plan was updated by the departments and Espoo's student welfare steering group in spring 2025.

In accordance with the Health Care Act, wellbeing services counties have a public obligation to help prepare an education provider's student welfare plan. Therefore, experts from the Western Uusimaa Wellbeing Services County also took part in updating the plan. Pursuant to section 12 of the Child Welfare Act, the student welfare plans of education providers in Espoo become a part of Espoo's welfare plan for children and young people.

The student welfare plan includes the following information, which is required to improve, assess and develop student welfare (thematic entities 1–5 of the Student Welfare chapter of the National Core Curriculum, [ePerusteet](#)):

1. Assessment of the overall need for student welfare and the available student welfare services
2. Measures in pre-primary education, school and upper secondary school communities to promote communal student welfare
3. Measures to arrange the necessary support (individual student welfare)
4. Arranging cooperation with students, their families, and the pre-primary, school, upper secondary, and other staff who work to support student welfare
5. Plan to protect students from violence, bullying and harassment, and the crisis plan.

The student welfare plan also includes:

6. Objectives and key principles of student welfare
7. Measures to carry out and monitor student welfare (self-monitoring)
8. Description of how schools and educational institutions monitor and review the implementation of the plan

The student welfare plan compiles information about all thematic entities in the general section, with more details under each form of education. Organisation and implementation of student welfare for education that prepares children for basic education is governed by the same principles as student welfare for pre-primary and basic education; the pupils also have the same rights.

Unit-specific clarifications regarding thematic entities 2–5 are included in the pre-primary education plan for groups in Finnish, and in the annual plan for Swedish pre-primary education, all schools and upper secondary schools.

Key terminology

Education provider	City of Espoo
Student welfare plan	City of Espoo Student Welfare Plan
Communal student welfare group (YHR)	Group that plans, develops, implements and assesses communal student welfare in pre-primary education, basic education and upper secondary education
Educational institution / Unit	Pre-primary education unit, school, or upper secondary school
Student	Children and youth from pre-primary education age until the end of upper secondary education

2 STUDENT WELFARE

Student welfare is work carried out in pre-primary education, schools and upper secondary schools to promote, maintain and create conditions in which pupils and students learn well, as well as maintain physical and mental health and social wellbeing. The objective of student welfare is to promote the wellbeing of pupils and students and the learning community and environment, cooperation with guardians and student participation. Its aim is also to safeguard individual early support for all who need it.

Student welfare is governed by the Student Welfare Act (1287/2013), the Act on Primary and Lower Secondary Education (628/1998), the Act on General Upper Secondary Education (714/2018), the Act on Vocational Education and Training (531/2017), and the National Core Curriculum. According to the curricula approved by the education provider pursuant to the Act on Primary and Lower Secondary Education and the Act on General Upper Secondary Education, and as decided by the education provider pursuant to section 99 (1) of the Act on Vocational Education and Training, student welfare includes student welfare and related services of the education provider, which are psychologist and social workers services and school and student health services (Student Welfare Act (1287/2013), section 3).

Student welfare is systematic, multidisciplinary cooperation with the students, their guardians and other associates whenever necessary. At its best, the operational culture of an educational institution combines attention to the individual students' needs and the creation of wellbeing for the community. The wellbeing perspective extends to all the school's activities and guides the work of all personnel.

Figure 1 describes student welfare as a whole and introduces parts that make up communal student welfare. There are two sides student welfare: communal and individual. Communal student welfare is primary and preventive, focusing on everyone. Individual student welfare is preventive and supportive.

The communal student welfare group (YHR) plans, develops, implements and reviews an educational institution's student welfare. The multidisciplinary expert group determines the need of an individual student or a particular group for student welfare. Both have their own sections later in this plan.

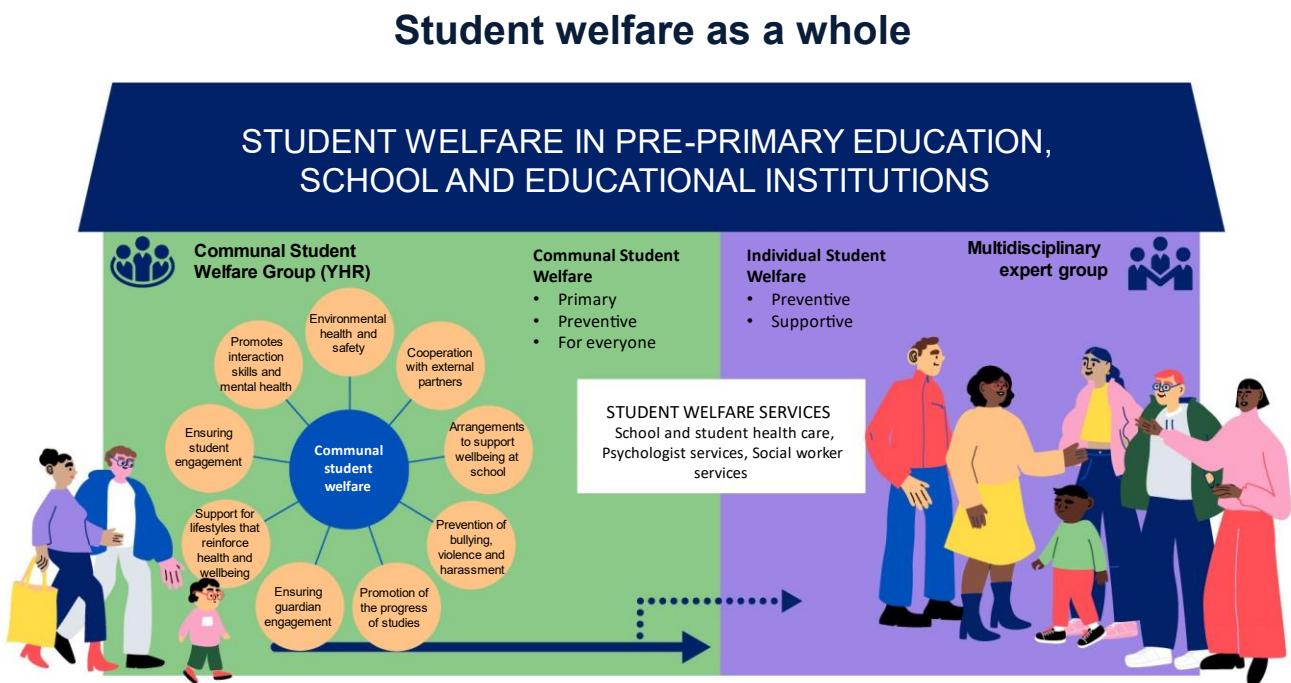


Figure 1. Student welfare as a whole.

3 STUDENT WELFARE ARRANGEMENTS AND STEERING GROUPS

Since the beginning of the year 2023, the Western Uusimaa Wellbeing Services County has provided the student welfare services, i.e. school and student health services and social worker and psychologist services for schools and educational institutions. Student welfare services continue to be provided locally at each school and educational institution. Services in upper secondary education can also be provided centrally at a student health unit. In these cases, the services must be easily accessible to students. The City of Espoo steering group for student welfare develops, steers and reviews student welfare and prepares the general plan. The management team of the Growth and Learning Sector leads the steering group.

The Western Uusimaa Wellbeing Services County also operates a student welfare cooperation group of the region and the county's municipalities, which includes four representatives from Espoo's student welfare steering group. The regional cooperation group cooperates to prepare the regional student welfare plan and promotes cooperation and shared operating models between the municipalities and the wellbeing services county.

Figure 2 describes the statutory groups, plans, and documents for student welfare in pre-primary, basic, and upper secondary education.

Statutory student welfare groups, plans and documents in Espoo

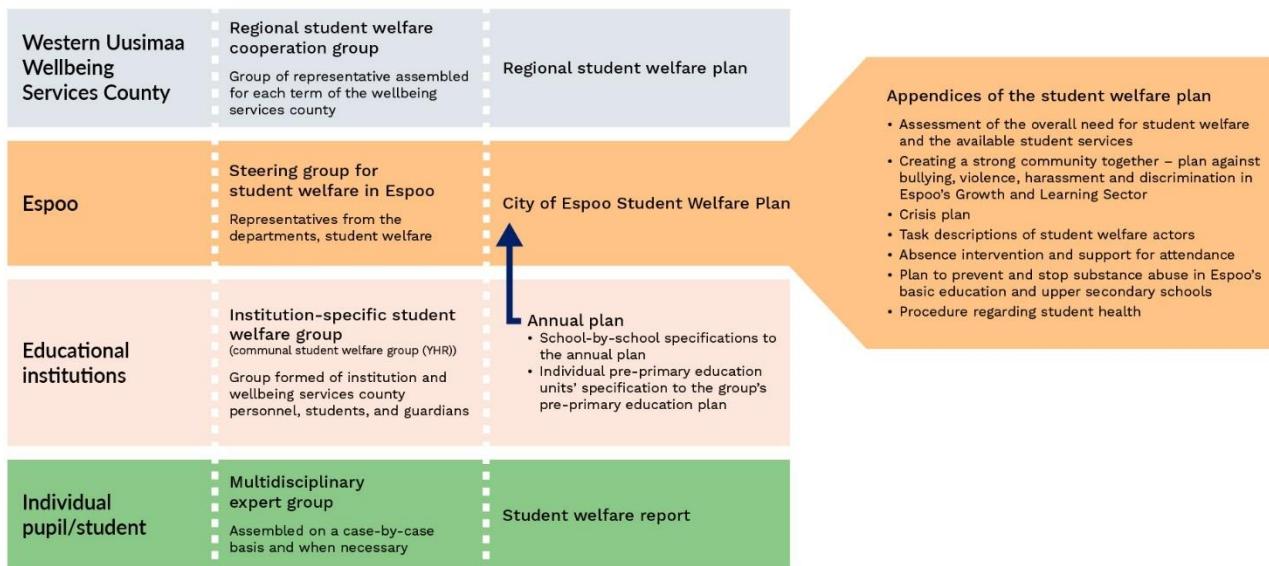


Figure 2. Statutory student welfare groups, plans and documents in Espoo.

4 ASSESSMENT OF THE OVERALL NEED FOR STUDENT WELFARE AND AVAILABLE STUDENT WELFARE SERVICES

Assessment of the overall need for student welfare and available student welfare services (health care, social worker and psychologist services) includes information from each school and educational institution. The information is reported in the student welfare plan as person-years for the student welfare professionals. Assessments are carried out to ensure sufficient student welfare services with consideration for the needs of the students and learning community, the implementation of health examinations and staffing levels, and timeliness of the services.

In accordance with section 9a of the Student Welfare Act (amendment 1146/2021), one social worker may be assigned a maximum of 670 students and one psychologist may have a maximum of 780 students. In school health care, the recommended number of students per public health nurse is 460 and per physician is 2,100 (Recommendations for staffing in child health clinics and school health care 2023, THL). In upper secondary education, the requirement for school health care is one full-time public health nurse per 570 students and one full-time physician per 1,800 students (Staffing recommendations, School health care guide, STM 2021).

Espoo's Growth and Learning Sector prepares a description of the overall need for student welfare, which is presented in the sector-level Excel table (appendix 1). The sector's specialists compile the unit-specific student numbers for all departments in the table. The overall assessment of the need for student welfare must consider the size of the unit, the number of S2 (Finnish as a second language) -students, the number of students receiving learning and attendance support, and regional special features, such as the socio-economic structure. The Western Uusimaa Wellbeing Services County provides student welfare services and reports the available resources (person-years) to Espoo's Growth and Learning Sector, which are also recorded in the table. The assessment of the overall need for student welfare and the available student welfare services is done twice per academic year: in autumn after the student volume is confirmed and in the spring.

5 MEASURES TO PROMOTE COMMUNAL STUDENT WELFARE

This section describes

- the procedures of communal student welfare in pre-primary, basic, and upper secondary education
- leadership, composition and procedures unit-specific student welfare groups
- cooperation and practices for learning environment health and safety inspections and learning community wellbeing inspections

Prevention, systematic monitoring, and addressing absences are described in appendices 5 (pre-primary), 8 (basic education) and 12 (upper secondary). Prevention of and stopping substance abuse is described in appendices 6 (pre-primary) and 9 (basic and upper secondary).

5.1 Communal student welfare

Communal student welfare refers to the educational institution's operating culture and measures that promote the following:

- learning
- health and wellbeing
- interactions
- engagement
- healthy and safe environment
- accessibility.

Preventive communal work that supports the whole learning community is the primary form of student welfare. Wellbeing for the learning community and a healthy and safe learning environment are requirements for pupil and student wellbeing. Communal student welfare that promotes wellbeing targets the learning community as a whole, but it can also be targeted at particular grades or groups, such as in the first and last months of the academic year or an identified problem within a group (e.g. bullying or lack of peace and quiet).

Communal student welfare is an important part of the operating culture in pre-primary, basic, and upper secondary education. Everyone that works at the educational institution must promote the wellbeing of the students and the entire learning community as well as cooperation with the guardians. The educational institution's personnel, the principal and teachers most of all, have primary responsibility for the wellbeing of the community.

In accordance with section 6 of the Student Welfare Act, promotion of pupil and student health and wellbeing is a part of the communal work theme. This refers to activities that monitor and develop communal and individual wellbeing and the creation of a healthy, safe and accessible learning environment, promote mental health and learning, and prevent marginalisation.

5.2 Tasks and members of the communal student welfare group

Every pre-primary education unit, school, and upper secondary institution has a communal student welfare group (YHR), tasked to plan, implement, assess and develop student welfare as a whole and communal work in particular. The group's leader is usually the principal or the director of early childhood education unit. The group's members are multidisciplinary, which means it includes, in addition to teaching staff, professionals in school and student health, psychologist and social worker services. As the group's primary task is to promote the sense of community at the educational institution, it is vital to include pupils, students and guardians in its work. Based on consideration and the topics under discussion, it is also possible to include cooperation partners external to the school and hear from experts.

The work of the student welfare group is communal, systematic and preventive. It handles matters on a general and communal level and never handles a matter that concerns an individual student. Its most important task is to develop an operating culture that promotes wellbeing and learning. The group's meetings must be systematic and frequent enough for it to handle its tasks. The group's procedures and practices are described in the following sections for each form of education.

5.3 Communal student welfare in pre-primary education

The following includes the procedures and practices of the communal student welfare group in pre-primary education and the cooperation practices in inspections of the pre-primary unit's health and safety and of the day-care centre community's wellbeing.

5.3.1 Procedures and practices of the communal student welfare group in pre-primary education

Communal student welfare refers to the operational culture of the pre-primary education unit, which promotes learning, health, wellbeing, social responsibility, interaction and inclusion to children. Communal student welfare is systematic and goal-oriented, everyday work in pre-primary education.

The leader of the communal student welfare team is the director of early childhood education. In addition to the chair, the group includes an early childhood teacher, an early childhood special needs teacher and/or a broad-based early childhood special needs teacher, a psychologist, school social worker, public health nurse, and, as necessary, other personnel from the pre-primary education unit. Guardians are also regularly invited to join the group. The group also tries to include children, as far as it is age-appropriate.

The communal student welfare group meets regularly under an agreed schedule, at least twice per academic year. The meeting schedule and agenda for the communal student welfare group are recorded annually in the group's pre-primary education plan. The pre-primary education unit will communicate on communal student welfare as agreed. Matters handed by the communal student welfare group are documented as agreed in advance. The children and guardians will also be informed as agreed.

The communal student welfare group plans, develops and assesses the communal work in pre-primary education. Planning here refers to the comprehensive coordination of student welfare in the unit, including the methods of individual student welfare and agreeing on cooperation practices. However, planning and development of communal student welfare are the group's primary task. These are tasks that include ensuring the health and safety at the pre-primary education unit and wellbeing of the community, as well as developing and implementing activities that support wellbeing and learning.

In student welfare, the communal student welfare group's responsibilities include:

- Creating structures and procedures for communal and preventive work
- Making use of group and individual wellbeing information when planning and determining communal student welfare measures
- Preparing and updating written plans
- Communication on procedures and plans
- Promotion of child and guardian engagement
- Promotion of interaction and social wellbeing
- Planning for reinforcement of emotional and interaction skills and ensuring uniform procedures
- Support for peace and quiet at work
- Prevention of bullying, harassment and violence and agreeing on intervention procedures
- Monitoring and assessment of the safety and health of the pre-primary education community and groups and that of the impact of the communal wellbeing work

5.3.2 Cooperation and practices for inspections of health and safety at the pre-primary education unit and wellbeing of the day-care centre community

Responsibility for health and safety at educational institutions and wellbeing of the learning community is an extensive task that has been assigned to various authorities. The Student Welfare Act (1287/2013), through communal student welfare, makes it the responsibility of everyone that works at an educational institution to ensure the wellbeing of the learning environment and the community.

The Health Protection Act places childhood care and education units under regular monitoring. Espoo Region Environmental Health Services inspects day-care centres every three years in accordance with its monitoring plan. Inspections are agreed in advance with the head of the day-care centre, and property maintenance is asked to join the inspection.

Inspectors listen to the users, make observations, and assess the general cleanliness, health, and safety of the facility and condition and maintenance of the structures. They also assess the indoor air quality and ventilation system, noise caused by the operation, suitability of the facility, and sufficiency for the number of children. Each inspection is documented into an inspection report, which is sent to the head of the early childhood education unit. The head of the early childhood education unit contacts the property owner regarding any deficiencies in the property. Deficiencies found during an inspection must be corrected by the given deadline.

Guardians, personnel, the parents' association and partners are informed of an inspection. The communal student welfare group completes the summary form (THL) of a multidisciplinary inspection of the educational institution, which is sent to the chair of the Espoo student welfare steering group. The steering group for child and youth welfare receives an annual summary of the inspections in the previous academic year. The communal student welfare group follows up with the measures recorded on the inspection summary form annually.

5.4 Communal student welfare in basic education

The following includes the procedures and practices of the communal student welfare group in basic education and the cooperation practices for inspections of the school environment's health and safety and of the school community's wellbeing.

5.4.1 Procedures and practices of the communal student welfare group in basic education

The principal is the head of the student welfare group. The group is multidisciplinary and must always include student welfare professionals. Generally, the student welfare group includes:

- Principal, vice-principal
- Teachers (incl. special needs teacher and guidance counsellor)
- School social worker
- School psychologist
- Public health nurse
- School doctor or student health care doctor
- Other professionals at the school or educational institution
- Pupil representatives
- Guardian representatives
- Community instructor
- External associates

Youth services and other actors are also regularly invited to the group.

The student welfare group meets regularly, at least once per month. It is good to agree on the meeting schedule, planning dates, and other joint events early in the academic year, for the entire semester or the whole academic year. School personnel, pupils, and guardians are informed of the meeting schedule. To support annual planning, the group must create an annual schedule for communal student welfare work, which is attached to the annual plan.

The meetings of the student welfare group must have a pre-defined agenda that is sent to the group members well in advance. Matters handed by the communal student welfare group are documented as agreed in advance. It is possible to store the agendas and meeting memoranda in a shared Teams workspace, as they do not contain confidential information or information on individual pupils. In accordance with the agreed practice, the school will inform the pupils, personnel guardians, student welfare services and other partners on the school's website, through Wilma, or another electronic system.

Planning of communal student welfare work refers to the comprehensive coordination of student welfare at the school, including the methods of individual student welfare and agreeing on cooperation practices. However, management, planning and development of communal student welfare and wellbeing work are the group's most important tasks. These are tasks that include ensuring the health and safety of the school and wellbeing of the community, as well as developing and implementing activities that support wellbeing and learning.

The communal student welfare group's responsibilities include:

- Creating structures and procedures for communal and preventive work
- Making use of class and school-specific wellbeing information when planning and determining communal student welfare measures
- Preparing and updating written plans
- Communication on procedures and plans
- Promotion of pupil and guardian engagement
- Promotion of interaction and social wellbeing
- Planning for reinforcement of emotional and interaction skills and ensuring uniform procedures
- Support for peace and quiet of work at school
- Support for school attachment (incl. deployment, implementation and monitoring of the absence model)
- Prevention of bullying, violence, harassment and discrimination and agreeing on intervention procedures (incl. Deployment, implementation and monitoring of the *Creating a strong community together* plan)
- Monitoring and assessment of the safety and health of the school community and groups and that of the impact of the communal wellbeing work

5.4.2 Cooperation and practices for health and safety inspections in the school environment and learning community wellbeing checks

Responsibility for health and safety at educational institutions and wellbeing of the learning community is an extensive task that has been assigned to various authorities. The Student Welfare Act (1287/2013), through communal student welfare, makes it the responsibility of everyone that works at an educational institution to ensure the wellbeing of the learning environment and the community. In accordance with the Health Care Act, school and student health services must carry out regular inspections of educational institutions with other authorities and actors.

Surveys into the health, safety and wellbeing of the school environment are carried out every three years in the multidisciplinary inspection of the institution. Multidisciplinary inspections of educational institutions in Espoo are concurrent with the environmental health inspection, taking place every three years. The environmental health inspection and report are part of the institution's multidisciplinary inspection. These inspections also assess the indoor air quality and ventilation system, noise caused by the operation, suitability of the facility, and sufficiency for the number of pupils. They are carried out in cooperation with school health care, a health inspector, school personnel, a guardian representative, occupational safety and health personnel, and other experts when necessary.

Pupils, guardians, personnel, the school board, the parents' association and partners are informed of the multidisciplinary inspection. The communal student welfare group completes the summary form (THL) of a multidisciplinary inspection of the educational institution, which is sent to the chair of the Espoo student welfare steering group and the school's district manager (in Swedish education services, the head of education). The steering group for child and youth welfare receives an annual summary of the inspections in the previous academic year. The communal student welfare group follows up with the measures recorded on the inspection summary form annually.

5.5 Communal student welfare in upper secondary education

The following includes the procedures and practices of the communal student welfare group in upper secondary education and the cooperation practices for inspections of the school environment's health and safety and of the school community's wellbeing.

5.5.1 Procedures and practices of the communal student welfare group in upper secondary education

The starting point for planning and developing communal student welfare is engaging and listening to the students, positive interactions, and supporting young adults on their path to independence. Every student must be able to participate in developing the procedures of communal student welfare and express their opinions regarding students and the learning community. Promotion of student engagement is one of the educational institution's tasks.

We also support the guardians' possibilities for cooperation. We encourage guardians to help with developing communal student welfare and bolstering wellbeing and cooperation in the learning community. Other actors and authorities that promote wellbeing are also engaged in cooperation.

Communal student welfare reinforces the students' wellbeing by creating an atmosphere of belonging, open interaction and care – a good, comfortable place for everyone to study in. Supporting positive group dynamics to create team spirit and early intervention in the negative aspects in groups are important tasks for communal student welfare. Good methods include procedures that support the development of social skills and group formation, such as organising study circles and other interesting group activities for students. Creating spaces where young people can naturally gather and practices that draw new students into group activities are some of the possibilities.

Everyone who works and studies at the educational institution has to work towards the wellbeing of the community. Student welfare services personnel, i.e. psychologists, social workers, public health nurses and doctors all take part in communal student welfare work. They take health and wellbeing issues into account every day: in encounters, teaching, practical arrangements and events at the upper secondary school.

The communal student welfare group (YHR) develops communal practices and promotes the engagement of students and guardians in the institution's activities. The communal student welfare group builds the framework for the activities and plans, develops, implements and assesses student welfare at the institution.

In student welfare, the communal student welfare group's responsibilities include:

- Creating structures and procedures for communal and preventive work
- Collecting and using group and educational institution-specific wellbeing information (e.g. School Health Promotion study, PKS survey, and guardian and parent-focused surveys) in planning and determining communal student welfare measures
- Preparing and updating written plans
- Planning and implementing events
- Communication on procedures and plans
- Promotion of student and guardian engagement
- Promotion of interaction and social wellbeing
- Planning for reinforcement of emotional and interaction skills and ensuring uniform procedures
- Support for peace and quiet of work at the institute
- Prevention of bullying, harassment and violence and agreeing on intervention procedures
- Monitoring and assessment of the safety and health of the learning community and groups and that of the impact of the communal wellbeing work

The principal/vice-principal is the head of the communal student welfare group. In addition to the principal/vice-principal, the other members of the body include the public health nurse, psychologist, social worker, special needs teacher, guidance counsellor, member(s) of the teaching staff and representatives of the student body and guardians. Guardian representatives are invited to the student welfare group at least once per semester. It may be good to invite or include representatives from youth services or other associates. The communal student welfare group monitors, assesses and develops the learning community and study group's wellbeing, health and safety.

The communal student welfare group meets regularly under an agreed schedule, at least twice per semester. The upper secondary school informs the students, personnel, guardians, student welfare personnel and other partners of the matters handled by the group as agreed.

Matters handed by the communal student welfare group are documented as agreed in advance. The key matters are announced on the upper secondary school's website, Wilma, or another electronic system.

5.5.2 Cooperation and practices for health and safety inspection in the learning environment and learning community wellbeing checks

Responsibility for health and safety at educational institutions and wellbeing of the learning community is an extensive task that has been assigned to various authorities. The Student Welfare Act (1287/2013), through communal student welfare, makes it the responsibility of everyone that works at an educational institution to ensure the wellbeing of the learning environment and the community. In accordance with the Health Care Act, school and student health services must carry out regular inspections of educational institutions with other authorities and actors.

Surveys into the health, safety and wellbeing of the learning environment are carried out every three years in the multidisciplinary inspection of the institution. Multidisciplinary inspections of educational institutions in Espoo are concurrent with the environmental health inspection. The environmental health inspection and report are part of the institution's multidisciplinary inspection. These inspections also assess the indoor air quality and ventilation system, noise caused by the operation, suitability of the facility, and sufficiency for the number of students. They are carried out in cooperation with student health care, a health inspector, institution personnel, a guardian representative, occupational safety and health personnel, and other experts when necessary.

Students, guardians, personnel, the parents' association and partners are informed of the multidisciplinary inspection. The communal student welfare group completes the summary form (THL) of a multidisciplinary inspection of the educational institution, which is sent to the chair of the Espoo student welfare steering group. The steering group for child and youth welfare receives an annual summary of the inspections in the previous academic year. The communal student welfare group follows up with the measures recorded on the inspection summary form annually.

6 MEASURES TO ARRANGE THE NECESSARY SUPPORT (INDIVIDUAL STUDENT WELFARE)

This section describes

- referral of students to student welfare services (age group-relevant health care services, such as child health clinics, school and student health services, social worker and psychologist services)
- convening of a multidisciplinary expert group to support an individual student, consent of the student and/or guardian and participation in the work
- preparation and storage of student welfare reports and designation of a person in charge in the education provider's student welfare register
- notification practices for special diets or medication
- arrangements for the necessary student welfare services in connection with disciplinary measures or expulsion of the pupil from teaching (basic education and upper secondary)
- practices for the teacher's assessment of the pupil's resilience and wellbeing for an extensive health examination in grades 1, 5 and 8 (including obtaining consent) at school
- method of arranging medical care for student health care and guidance on how to access them (upper secondary)

6.1 Individual student welfare

Individual student welfare refers to school and student health care services, student welfare's social worker and psychologist services, and multidisciplinary, individual student welfare that is carried out through a multidisciplinary expert group. Individual student welfare is about monitoring and promoting a student's overall health, wellbeing, engagement, and learning. It prevents problems and provides early support.

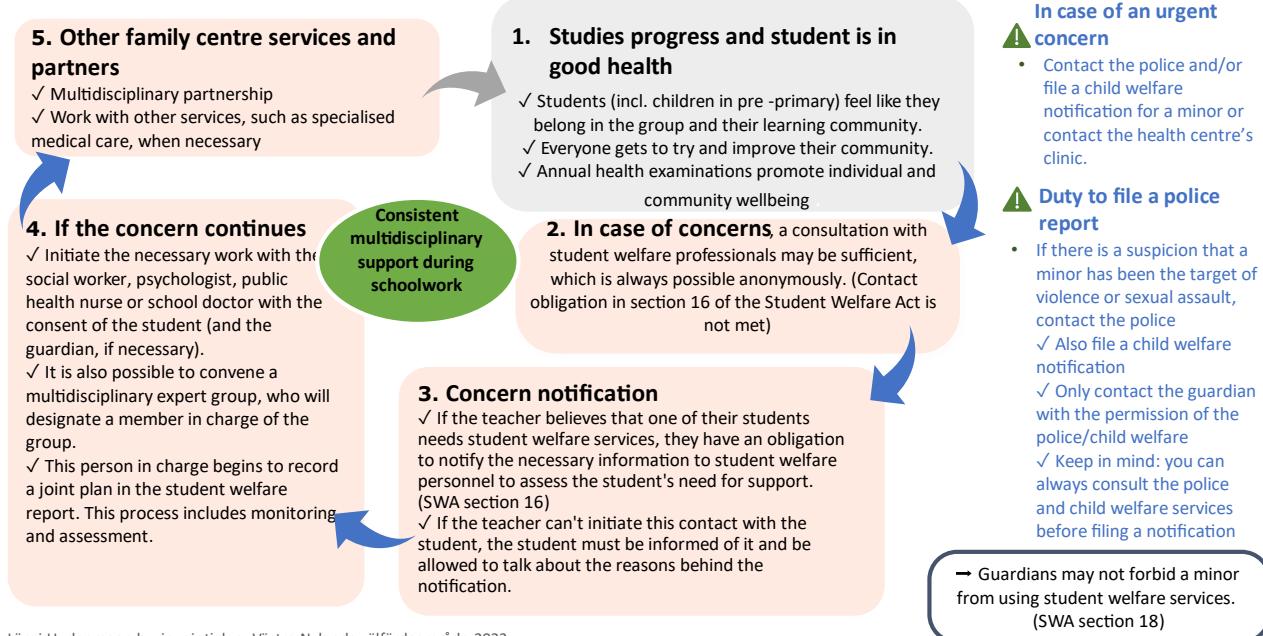
Individual student welfare is always based on the consent of the student and, if necessary, that of the guardian. The student's engagement and opinions are taken into account in the measures and solutions in respect to their age and level of development. Individual work is confidential and respects disclosure regulations.

6.2 Student welfare service path in pre-primary, basic and upper secondary education

Student welfare services in Espoo are provided by the Western Uusimaa Wellbeing Services County. These services include the participation of student welfare services personnel in the unit's communal work, possibilities to consult with personnel, and individual student welfare. Figure 3 below describes the student welfare service path when a concern about a student rises among the personnel. Every member of personnel has a legal obligation to notify student welfare if they believe that the student needs the support of student welfare.

Student welfare service path at the Western Uusimaa Wellbeing Services County

Applies to the cooperation between education providers and student welfare professionals



Länsi-Uudenmaan hyvinvointialue–Västra Nylands välfärdsområde 2023

Figure 3. Student welfare service path. Western Uusimaa Wellbeing Services County.

6.3 Individual student welfare in pre-primary education

At its best, the operational culture of a pre-primary education unit combines attention to the individual child's needs and the creation of wellbeing for the community. The wellbeing perspective extends to all pre-primary education activities and guides the work of all personnel. Individual student welfare refers to child health clinic services, student welfare's social worker and psychologist services, and multidisciplinary student welfare services provided to an individual child.

Pre-primary education personnel have a duty to guide the child and their guardian to seek the student welfare services that they need. Individual student welfare is always voluntary and requires consent. Individual work in pre-primary education is both preventive and corrective.

Task descriptions of student welfare operators in pre-primary education are available in appendix 4.

6.3.1 Student welfare services in pre-primary education

Children in pre-primary education are entitled to individual student welfare services, which include:

a) Child health clinic services

Individual-focused tasks at child health clinics include monitoring and promoting the child's health, implemented by means of health examinations, advice, and guidance.

b) Psychologist and social worker services

The student welfare psychologist is an expert in mental wellbeing and learning psychology and the student welfare social worker is an expert in social services, social interaction, and wellbeing. The student welfare psychologist and social worker's individual-focused services refer to support and guidance in pre-primary education, which promote learning, wellbeing, and social and mental capabilities for the child. These services are carried out in cooperation with the child's guardians.

c) Multidisciplinary individual student welfare

Multidisciplinary individual student welfare may be necessary to find out the child's need for support and to arrange student welfare support. Multidisciplinary individual student welfare services are provided on a case-by-case basis through a multidisciplinary expert group, which is convened for the purpose. Their work also supports the guardians and refers them to services outside the pre-primary education unit.

6.3.2 Multidisciplinary expert group in pre-primary education

The multidisciplinary expert group determines the need of an individual child or a particular group of children for student welfare. In addition to the guardians, this process may involve the necessary student welfare partners. The group members are also entitled to consult experts as they find necessary about the child's situation.

Experts can be assigned to the multidisciplinary expert group only by the guardians' consent. It is also a good idea to talk to the child and involve them in the process as necessary. The multidisciplinary expert group appoints a person in charge from its members. The group is formed by a representative of the pre-primary education unit's personnel or student welfare services whose work tasks include the matter in question.

The guardian is always asked for specific written consent. Spoken consent is possible when the process to convene the multidisciplinary group and its member has begun. Spoken consent is confirmed in writing in the first meeting. Changes to the composition of the multidisciplinary expert group are marked on the form. The consent form is archived with the student welfare report.

6.3.3 Preparation and storage of student welfare reports in pre-primary education

The expert group's processing of an individual child's matter results in a student welfare report. The group's person in charge records the information necessary to arrange and implement individual student welfare in the student welfare report. Other members of the group can also contribute to the record. The student welfare report is prepared on a form that is attached with the consent for processing the matter in the multidisciplinary expert group. The print-out of the student welfare report and the attached consent form are stored at the pre-primary education unit with other confidential documents. The head of the pre-primary education unit is responsible for the register of their early childhood education unit, decides on disclosures and determines who has access to the register. The person who records the student welfare report delivers it (with appendices) to the head of the pre-primary education unit.

In accordance with section 26 of the Ace on the Openness of Government Activities, confidential information may only be disclosed with consent or if there is a specific legal obligation to do so.

6.3.4 Practices for reporting a child's special diet or medication in pre-primary education

At day-care centres, special dietary needs must be health-based and require a medical certificate. At the start of the academic year, the guardian must submit a special diet notification to the early childhood education personnel. Early childhood education personnel deliver copies of the special diet notifications to the kitchen manager.

Practices for reporting a child's medication in pre-primary education are described in the safety plan for Finnish early childhood education and the corresponding plan for Swedish early childhood education. As a rule, children are not given their medications during a day in pre-primary or early childhood education. The guardians should ask the doctor to prescribe medicines with a long-term effect for a sick child, which are given to them at home before or after the day in pre-primary or early childhood education. If the child can participate in pre-primary education and they have a medicine they must receive during the day, it is administered by the personnel. To do so, they need written instructions from the resident physician of the child, which explain how to administer the medication at the pre-primary education unit. The pre-primary personnel agree on the details of medication with the guardians. Guardians must bring the medications to pre-primary education with dosage instructions in the original packaging. Medicines must be stored in a locked medicine cabinet. If the child has a long-term illness that requires medical care, they must have a pharmacotherapy plan, which is prepared by health care services. The pharmacotherapy plan and the related process are currently being updated with the Western Uusimaa Wellbeing Services County.

6.4 Individual student welfare in basic education

Personnel of the educational institution and student welfare have an obligation to guide students to seek the student welfare services that they need. The student or their guardian can also contact student welfare services directly. Individual student welfare is always voluntary and requires consent. Individual work at school is both preventive and corrective.

Task descriptions of student welfare operators in basic education are available in appendix 7.

6.4.1 Student welfare services in basic education

Pupils are entitled to individual student welfare services, which include:

a) School health care

Individual-focused tasks of school health care include monitoring and promoting the pupil's health, implemented by means of health examinations, advice, and guidance. At schools, arrangements for treatment or medication of a pupil's illness or a special diet is carried out in accordance with the city's instructions (Espoo's procedure regarding pupil health is available in appendix 10).

Upon request, the class teacher or supervisor provides the school's public health nurse an assessment of the pupil's learning and wellbeing to assist with the extensive health examinations for pupils in grades 1, 5 and 8. If necessary, the class teacher or supervisor must ask for the guardian's consent to transfer the information. The guardian's sole consent is sufficient for the information of a pupil in grades 1 and 5. Pupils in grade 8 also require the consent of the pupil in addition to that of the guardian.

b) Psychologist and social worker services

The student welfare psychologist is an expert in mental wellbeing and learning psychology and the student welfare social worker is an expert in social services, social interaction, and wellbeing. The student welfare psychologist and social worker's individual-focused services refer to support and guidance for studying and attendance, which promote learning, wellbeing, and social and mental capabilities for the pupil.

c) Multidisciplinary individual student welfare

Multidisciplinary individual student welfare may be necessary to find out the pupil's need for support and to arrange student welfare support. Multidisciplinary individual student welfare services are provided on a case-by-case basis through a multidisciplinary expert group, which is convened for the purpose. Their work also supports the guardians and refers them to services outside the school.

6.4.2 Multidisciplinary expert group in basic education

The multidisciplinary expert group determines the need of an individual pupil or a particular group for student welfare. Student welfare partners or people close to the pupil may also take part in handling the matter. The group members are also entitled to consult experts as they find necessary about the pupil's situation.

Experts may only be appointed as members of the multidisciplinary expert group with the consent of the pupil or, if they are unable to assess the significance of the consent, that of their guardian. The multidisciplinary expert group appoints a person in charge from its members. The group is formed by a representative of the school's personnel or student welfare services whose work tasks include the matter in question.

The consent of the pupil or guardian is always requested in writing. Spoken consent is possible when the process to convene the multidisciplinary group and its member has begun. Spoken consent is confirmed in writing in the first meeting. Changes to the composition of the multidisciplinary expert group are marked on the form. The consent form is archived with the student welfare report.

6.4.3 Preparation and storage of student welfare reports in basic education

When necessary, the school convenes a multidisciplinary student welfare group to examine an individual student's need for support and to make sure they receive the services that they need.

The expert group's processing of an individual student's matter results in a student welfare report. The group's person in charge records the information necessary to arrange and implement individual student welfare in the student welfare report. Other members of the group can also contribute to the record. The student welfare report is prepared on a form that is attached with the consent for processing the matter in the multidisciplinary expert group. The print-out of the student welfare report and the attached consent form are stored at the school with other confidential documents. The principal is responsible for the register of their school, decides on disclosures and determines who has access to the register. The person who records the student welfare report delivers it (with appendices) to the principal.

In accordance with section 26 of the Ace on the Openness of Government Activities, confidential information may only be disclosed with consent or if there is a specific legal obligation to do so.

6.4.4 Plan for pupil support when they are banned from participating in teaching, during the ban and when returning to teaching

If a pupil is banned from attending teaching because there is a risk that the pupil's violent or aggressive behaviour endangers the safety of a fellow pupil or someone else that works at the school or other classroom or if their behaviour unreasonably disrupts teaching or related work, the pupil is entitled to support from student welfare services. After exhibiting this type of behaviour or having been informed of the ban from participating in teaching, the pupil is allowed to talk to the student welfare psychologist or school social worker about the matter. During the ban from participating in teaching, the pupil is allowed an in-person appointment with the student welfare psychologist or the school social worker at the school or another separately agreed location. After the pupil returns to school after a ban from attending teaching, the school may convene a multidisciplinary expert group to determine the pupil's need for student welfare support and to arrange the services.

6.5 Individual student welfare in upper secondary education

Individual student welfare refers to student health care services, psychologist and social worker services, and a multidisciplinary student welfare group assembled to handle the matter of an individual student or group thereof. The goal of individual student welfare is to monitor and promote the student's overall development, health, wellbeing and learning. What's important is to secure early support and prevent problems.

Individual student welfare takes place in cooperation with and under the consent of the student. Measures and solutions regarding the student take their wishes and opinions into account. The process respects the student, listens to what they have to say and builds trust through interaction, maintaining the student's independence in matters related to student welfare. The student and their guardian receive information on an individual student's rights in student welfare, the legal procedures regarding the matter and data processing. The personnel of the educational institution and student welfare have an obligation to guide students to seek the student welfare services that they need.

Task descriptions of student welfare actors in upper secondary education are available in appendix 11.

6.5.1 Student welfare services in upper secondary education

A minor or an otherwise incompetent person may, considering their age, level of development and other personal characteristics, considering the nature of the matter, forbid their guardian or legal representative from participating in a personal student welfare matter. They may also forbid the disclosure of personal student welfare information to their guardian or legal representative, unless doing so clearly goes against their interests. A member of social welfare or health care personnel assesses the realisation of the incompetent person's interest. Guardians may not forbid a minor from using student welfare services.

The personnel that participate in and carry out an individual student's welfare may receive and disclose information from and to each other and the authority responsible for student welfare that is necessary to arrange and carry out individual student welfare. They are also entitled to receive and disclose the necessary information for arranging appropriate teaching for the student to the teacher, principal and education provider. This information may, for example, cover an illness of the student that requires consideration during teaching. In order to ensure cooperation and trust, the primary aim is to always obtain the consent of the student or guardian for the disclosure of confidential information.

Student welfare is carried out with the best interests of children in mind (anyone under 18 is considered a child). If a student refuses individual student welfare or the matter is otherwise not possible through individual student welfare, it is necessary to assess if a child welfare notification is in order. In accordance with the Child Welfare Act, the duty to make a child welfare notification in order to investigate the need for child protection applies to all actors at the educational institution.

Students are entitled to individual student welfare services, which include:

a) Student health care

Student health care refers to student health care provided under section 17 of the Health Care Act (1326/2010), which includes

- 1) triennial checks on health and safety in educational institutions and welfare promotion among learning communities;
- 2) monitoring and promotion of students' health, welfare and fitness to study;
- 3) early identification of any special needs and tests required by students, support, and, if necessary, referral to further tests or treatment.

Student health care includes health and medical care services for students, which must be arranged comprehensively. Individual-focused tasks of student health care include monitoring and promoting the student's health, implemented by means of health examinations, advice, and guidance. At upper secondary schools, arrangements for treatment or medication of a student's illness or a special diet is carried out in accordance with the city's instructions (Espoo's procedure regarding pupil health is available in appendix 10).

b) Psychologist and social worker services

The student welfare psychologist is an expert in mental wellbeing and learning psychology and the student welfare social worker is an expert in social services, social interaction, and wellbeing. Psychologist and social worker services refer to support and guidance by the student welfare psychologist and social worker, which promote the wellbeing of the learning community and cooperation between students' families and close circle. They also support the students' learning and wellbeing as well as their social and mental capabilities.

c) Multidisciplinary individual student welfare

The multidisciplinary expert group is convened to find out an individual student or group of students' need for support and to arrange services, when the matter requires various types of expertise. The group is formed by a representative of the teaching staff or student welfare services whose work tasks include the matter in question. The ad hoc composition of the group is based on individual consideration, the matter at hand, and the expertise required therein. Experts may only be appointed as members of the group with the consent of the student or, if they are unable to assess the significance of the consent, that of their guardian or other legal representative. The expert group appoints a person in charge from its members. With the student's specific written consent, other partners of student welfare or people close to the student may participate in the handling of their matter.

The consent of the student or guardian is always requested in writing. Spoken consent is possible when the process to convene the multidisciplinary group and its member has begun. Spoken consent is confirmed in writing in the first meeting. Changes to the composition of the multidisciplinary expert group are marked on the form. The consent form is archived with the student welfare report.

6.5.2 Preparation and storage of student welfare reports in upper secondary education

When necessary, the school convenes a multidisciplinary student welfare group to examine an individual student's need for support and to make sure they receive the services that they need.

The expert group's processing of an individual student's matter results in a student welfare report. The group's person in charge records the information necessary to arrange and implement individual student welfare in the student welfare report. Other members of the group can also contribute to the record. Typically, the person who convened the expert group files the student welfare report. The student welfare report is prepared on a form that is attached with the consent for processing the matter in the multidisciplinary expert group. The print-out of the student welfare report and the attached consent form are stored at the upper secondary school with other confidential documents. The principal is responsible for the register of their upper secondary school, decides on disclosures and determines who has access to the register. The person who records the student welfare report delivers it (with appendices) to the principal.

In accordance with section 26 of the Ace on the Openness of Government Activities, confidential information may only be disclosed with consent or if there is a specific legal obligation to do so.

6.5.3 Plan for student support when they are banned from participating in teaching, during the ban and when returning to teaching

If a student is banned from attending teaching because there is a risk that student's violent or aggressive behaviour endangers the safety of a fellow student or someone else that works at the school or other classroom or if their behaviour unreasonably disrupts teaching or related work, the student is entitled to support from student welfare services. After exhibiting this type of behaviour or having been informed of the ban from participating in teaching, the student is allowed to talk to the student welfare psychologist or school social worker about the matter. During the ban from participating in teaching, the student is allowed an in-person appointment with the student welfare psychologist or the school social worker at the school or another separately agreed location. After the student returns to school after a ban from attending teaching, the upper secondary school may convene a multidisciplinary expert group to determine the student's need for student welfare support and to arrange the services.

7 COOPERATION WITH STUDENTS AND PARTIES THAT SUPPORT STUDENT WELLBEING

This section describes

- participation of students, guardians, personnel and student welfare services in creating the student welfare plan and carrying out communal student welfare
- orientation and ensuring of the competence of pre-primary, basic, and upper secondary education personnel in communal work
- multidisciplinary cooperation in student welfare in learning, participation in pre-primary education/school, flexible basic education and hospital education
- cooperation with other parties that support the wellbeing of children and young people, such as family counselling, youth services, specialised medical care and the police
- informing the students, guardians, personnel and partners of the principles and activities of communal and individual student welfare

Student welfare is a task that belongs to student welfare service professionals and everyone that work in educational institutions. Participation of the students, guardians, education personnel, employees of student welfare services, and partners in planning, implementing and assessing the practices of student welfare is vital. This requires common practices and cooperation between the education provider and wellbeing services county.

In addition to the units' own information channels, student welfare communicates through the Espoo Growth and Learning Sector's website, which also includes Espoo's student welfare plan and its appendices.

7.1. Cooperation in pre-primary education

Bolstering the participation of children and guardians is an important part of the operating culture of a pre-primary education unit. Children and their guardians must be allowed to participate in the operation and development of the pre-primary education unit through the structure and practices of the unit. Participation of the guardians and cooperation between homes and the pre-primary education unit can reinforce the health and safety of the children, groups, and the pre-primary education community.

7.1.1 Multidisciplinary cooperation in student welfare in connection with learning, participation in pre-primary education and hospital education

The personnel of student welfare services work with pre-primary education to support the wellbeing, growth and learning of children by participating in the assessment child-specific need for support, the planning thereof, and the multidisciplinary expert groups that are put together when necessary. In addition, the aim is for the unit-specific communal student welfare group to have representation from student welfare services.

The primary form of student welfare in the early stage of a child's support is consultation. Student welfare services provides consultation for the pre-primary education personnel regarding a child under their care. Consultation structures will be developed in a way that pre-primary education personnel know which student welfare professional is available and how. Student welfare aims to reinforce the effective and consistent consultation work on the individual and community level and to provide further preventive services in preventive care.

Consultations can be spoken or written (electronic) with the student welfare services expert whose competence the child's matter falls under. If the teacher does not know which expert they need to consult with, they can do so with a professional from student welfare services, after which they can agree internally on choosing the right expert for the matter.

7.1.2 Cooperation with pre-primary education and other parties that support the well-being of children, such as family counselling clinics, child welfare and specialised medical care

When necessary, a special needs teacher in early childhood education can refer children to child rehabilitation services and/or the family counselling centre. This referral is provided in cooperation with the guardians and the pre-primary education group's personnel. It is also possible to file a service request with the guardians to the wellbeing services county's family services with the Request help form. Upon request, it is possible to provide a description of the child's situation to family social work, child welfare, and the phoniatic ward at HUS. There is a treatment path in child mental health services for particularly aggressive children of pre-primary age.

Student welfare works with rehabilitation services for children, mental health services for children, the family counselling service, family social work, child welfare, health services, specialised medical care, and the police in accordance with existing operating procedures. It is also possible to invite third-sector actors to work with them.

7.2 Cooperation in basic education

School work is founded on engaging the pupils and listening to them. Pupil engagement is an important part of a school's operating culture. The education provider must promote engagement among all pupils and ensure their opportunity to participate in the school's activities and the development thereof, as well as express their opinions on the status of the pupils. Pupils must also be allowed to participate in the preparation of the curriculum and related plans (incl. the student welfare plan). Participation of the guardians in schoolwork and the development thereof is a core part of a school's operating culture. The home-school cooperation is an opportunity to improve wellbeing at school and to develop communal operating methods.

From the perspective of the implementation of the student welfare plan, it is essential that the entire school community is familiar with the contents of the plan and can act accordingly if necessary. The personnel must be regularly provided with the necessary induction and competence development to ensure the implementation of the plan. Personnel's wishes regarding further training must be heard and actively responded to. In the preparation and implementation of the plan, it is important to actively cooperate with representatives of student welfare services. When drawing up the plan, cooperation must be carried out with the pupil's guardians, the wellbeing services county and other authorities as necessary and if possible.

The pupil and their guardian receive information on an individual student's rights in student welfare, the legal procedures regarding the matter and data processing.

7.2.1 Multidisciplinary cooperation in student welfare in connection with learning, participation in school, flexible basic education and hospital education

This cooperation can take place as spoken or written (electronic) consultations directly with the student welfare services expert whose competence the pupil's matter falls under.

If the teacher does not know which expert to consult, they can consult the entire team of student welfare experts ("OHMY team") in an individual consultation appointment.

To assess and plan for student-specific support measures, student welfare personnel will join the meeting upon request, if they know which student's matters the meeting is about and have a brief summary of the pedagogical support measures the pupil has received and what their opinion as a student welfare expert is needed for.

If the pupil's matter calls for a multidisciplinary expert group in accordance with the Student Welfare Act, or one already exists, it is also a place to discuss matters regarding the pupil's learning and schoolwork. In such a case, the teacher can record the agreed support measures in the pupil's support implementation plan. Therefore, these meetings are about two things that are recorded in two different documents (student welfare report, SWA section 20 / support implementation plan, SWA section 20f / 20f / another pedagogical document).

7.2.2 Cooperation with services outside the school and other partners

Student welfare cooperates with youth Services, family social work, child welfare, family counselling services, rehabilitation services for children, health services (incl. mental health and substance abuse services for children and youth), specialised medical care and the police, depending on the case. It is also possible to invite third-sector actors, such as the Finnish Red Cross Youth Centre or Aseman Lapset ry, to work with them.

7.3 Cooperation in upper secondary education

Student engagement is an important part of an upper secondary school's operating culture. The education provider must promote engagement among all students and ensure their opportunity to participate in the educational institution's activities and the development thereof, as well as express their opinions on the status of the students. Students must also be allowed to participate in the preparation of the curriculum and related plans. Participation of the guardians and cooperation between homes and the institution can reinforce the health and safety of the students, groups, and the learning community as a whole.

From the perspective of the implementation of the plan, it is essential that the entire school community is familiar with the contents of the plan and can act accordingly if necessary. The personnel must be regularly provided with the necessary induction and competence development to ensure the implementation of the plan. Personnel's wishes regarding further training must be heard and actively responded to. In the preparation and implementation of the plan, it is important to actively cooperate with representatives of student welfare services. When drawing up the plan, cooperation must be carried out with the student's guardians, the wellbeing services county and other authorities as necessary and if possible.

The student and their guardian receive information on an individual student's rights in student welfare, the legal procedures regarding the matter and data processing.

7.3.1 Cooperation with individual student welfare actors and services and partners outside the educational institution

Student welfare cooperates with youth services, family social work, child welfare, family counselling services, rehabilitation services for children, health services (incl. mental health and substance abuse services for young people), specialised medical care and the police, depending on the case. It is also possible to invite third-sector actors, such as the Finnish Red Cross Youth Centre or Aseman Lapset ry, to work with them.

8 CRISIS PLAN AND THE *CREATING A STRONG COMMUNITY TOGETHER* PLAN AGAINST BULLYING, VIOLENCE, HARASSMENT AND DISCRIMINATION IN ESPOO'S GROWTH AND LEARNING SECTOR

Espoo's student welfare plan includes a separate description of the measures to prevent violence, bullying, harassment and discrimination, to monitor their prevalence, and to intervene in problems, and the practices required in the follow-up process (appendix 2).

The education provider's student welfare plan includes a crisis plan (appendix 3) that describes what to do in the event of a crisis, threat or danger.

9 CONTROL OF STUDENT WELFARE

Espoo operates a city-level steering group for student welfare, which includes representatives from all Growth and Learning Sector departments (Finnish Early Childhood Education, Finnish Basic Education, Finnish Upper Secondary Education and Youth Services and Swedish Education and Cultural Services). The steering group's members also include representatives from the Western Uusimaa Wellbeing Services County. Student and guardian representatives are also regularly invited to join the group. The chair of the steering group is appointed by the Deputy Mayor.

Tasks of the student welfare steering group:

- Monitoring and updating Espoo's student welfare plan.
- Ensuring that students and guardians are informed of the available student welfare services.
- General planning, development, monitoring, steering and assessment of student welfare.
- If necessary, puts together the unit-specific clarifications of the student welfare plan for each educational institution/school.
- Supervises the implementation of the statutory student welfare services.
- Introduces relevant matters to the wellbeing services county and the city's regional student welfare cooperation group.
- Reports to the Growth and Learning Sector's management team twice per year
- Reports to the Growth and Learning Sector's boards annually as part of the departments' operational assessments.

The student welfare plan is updated when necessary, and the updates are informed to the departments, student welfare services, students, and guardians.