



Student welfare plan 2026–2029

Helsinki

Education Division

Publisher

City of Helsinki, Education Division

Layout

KMG Turku Oy / Miia Lindberg

Cover image

Marjaana Malkamäki / Keksi

Illustrations

Lille Santanen

Year of publication

2025



Table of contents

1 Introduction.....	4
2 The student welfare system.....	5
2.1 Management of student welfare	6
2.2 Evaluation and monitoring of the student welfare plan	9
3 Objectives of student welfare	10
3.1 Priorities.....	11
3.2 Monitoring of the objectives.....	12
4 Assessment of overall student welfare needs and available student welfare services	13
4.1 Assessment of overall student welfare needs	14
4.2 Available student welfare services.....	15
5 Communal student welfare.....	18
5.1 Staff responsibilities in communal student welfare.....	19
5.2 Communal student welfare groups specific to units and districts.....	20
5.3 Measures for ensuring a healthy, safe and thriving learning community.....	23
6 Individual student welfare	27
6.1 Special features of individual student welfare	29
6.2 Multidisciplinary expert group.....	30
6.3 Confidentiality and disclosure of information	32
7 Cooperation with learners, guardians, those working in learning communities and parties supporting the wellbeing of learners	33
7.1 Cooperation with learners and their guardians	34
7.2 Cooperation with those working in learning communities	36
7.3 Cooperation with parties supporting the wellbeing of learners, such as health and social services, the police and youth services	39
8 Plans for protecting learners from violence, bullying and harassment and crisis plan	41
Appendices.....	43
Appendix 1. Binding legislation and regulations concerning student welfare.....	43
Appendix 2. Sources for section 4.1.....	44
Appendix 3. Annual student welfare calendar templates for general upper secondary education and Helsinki Vocational College	45

1 Introduction

In Helsinki, we provide all learners with an experience of a safe, equal, healthy and pleasant learning environment where they have the opportunity to develop as people and active members of the community throughout their learning path. According to the Helsinki City Strategy 2025–2029, all of Helsinki's residents should feel like they belong. We pay particular attention to the residential segregation of children and young people.

Together, we build conditions that support learning progress, the preconditions for participating in teaching and mental well-being and encourage physical activity and healthy living. We help learners build good relationships and strengthen their understanding of the importance of caring. We succeed in these efforts through systematic student welfare work, which is steered by this student welfare plan compliant with the Student Welfare Act ([377/2022, section 13](#)).

This plan is the City of Helsinki's locally approved specification for the implementation of the student welfare system. It has been drawn up in accordance with the Finnish National Agency for Education's regulations for each form of education, and the plan describes how we implement communal and individual student welfare in the City of Helsinki's pre-primary, comprehensive and upper secondary education.

The student welfare plan covers the following forms of education: pre-primary education, comprehensive education, preparatory education for comprehensive education, comprehensive education for adults, general upper secondary education, general upper secondary education for adults, preparatory education for an upper secondary qualification (TUVA or HUX) and vocational education and training (VET). The purpose of the joint plan is to ensure uniform practices in student welfare, thus allowing us to provide a consistent service for every learner.

We use the term 'learner' to refer collectively to children, young people and adult students at all levels of education. We use the term 'learning community' to refer collectively to the staff, learners, parents, guardians and student welfare professionals in pre-primary, comprehensive and upper secondary education. We use the term 'unit' to refer collectively to daycare centres that provide pre-primary education, schools, general upper secondary schools and the units of Helsinki Vocational College.

The City of Helsinki Education Division is responsible for the implementation of the education provider's student welfare plan. The implementation of the plan is monitored and managed by the Regional Cooperation Group for Student Welfare and the Steering Group for Student Welfare Cooperation.

2 The student welfare system

In education organised by the City of Helsinki, student welfare means the promotion and maintenance of good learning, psychological and physical health and social wellbeing of learners and activities that improve the preconditions for these in learning communities (section 3 of the Student Welfare Act). Learners are entitled to free student welfare that supports their wellbeing and learning. Student welfare identifies and prevents as early as possible barriers to learning, learning difficulties and other difficulties related to learning, such as mental health and safety challenges. (Section 6 of the Student Welfare Act). The learner's interests take priority in student welfare work.

The student welfare system consists of communal student welfare and individual student welfare services, which include child health clinic services in pre-primary education, school and student health care and school social worker and psychological services in student welfare at all levels of education. Student welfare is carried out primarily as preventive communal student welfare, which is the shared task of all those who work in learning communities.

Student welfare is implemented through systematic cooperation between the Education Division: the Social Services, Health Care and Rescue Services Division; learners; their parents and guardians and, when necessary, other cooperation parties. The student welfare a unit is managed in pre-primary education by the daycare centre manager, in comprehensive and general upper secondary schools by the principal and at Helsinki Vocational College by the education manager.



Figure 1. The student welfare system and its management at units.

The student welfare system

Managed at units by the daycare centre manager/principal/education manager

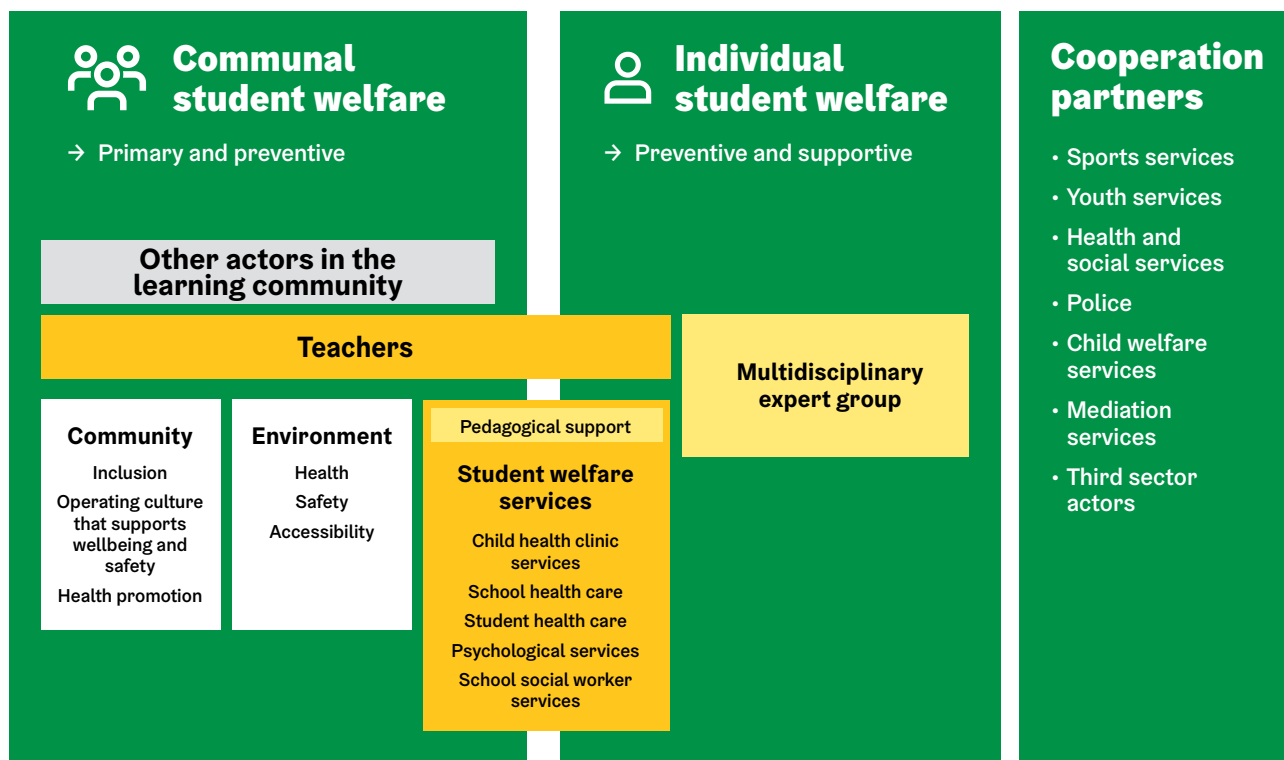


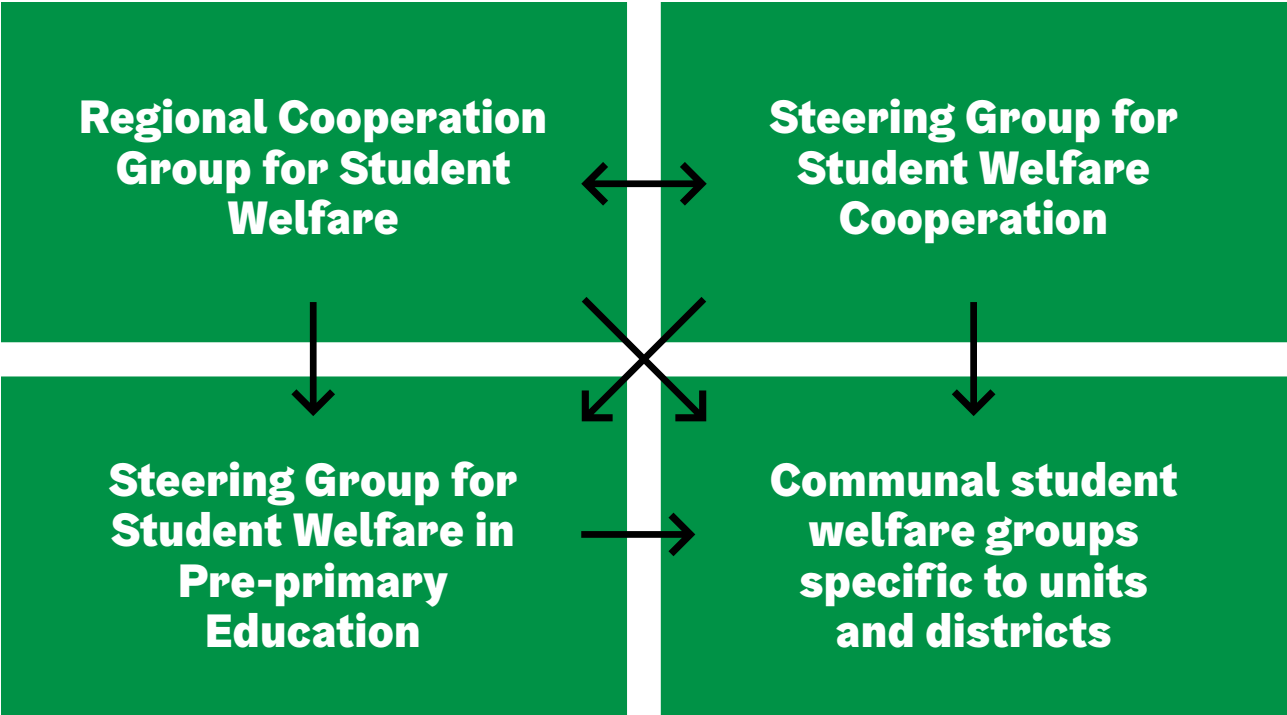
Image adapted from the Finnish Institute for Health and Welfare.

2.1 Management of student welfare

Student welfare is managed collaboratively by the Education Division and the Social Services, Health Care and Rescue Services Division. The party responsible for organising student welfare services is the City of Helsinki Social Services, Health Care and Rescue Services Division, which also provides child health clinic and school and student health care services. The City of Helsinki Education Division is responsible for organising the City of Helsinki's education and provides the social worker and psychological services that are part of student welfare.

The groups responsible for managing student welfare are the Regional Cooperation Group for Student Welfare (which carries out the tasks of both the regional student welfare cooperation group and the multidisciplinary student welfare steering group, [sections 14 and 14a of the Student Welfare Act](#)), the Steering Group for Student Welfare Cooperation, the Steering Group for Student Welfare in Pre-primary Education and the communal student welfare groups specific to units and districts.

Figure 2. The groups responsible for managing student welfare.



Regional Cooperation Group for Student Welfare

The tasks of the Regional Cooperation Group for Student Welfare include preparing the regional student welfare plan, monitoring the implementation of the plan and evaluating the implementation of cooperation between student welfare services, education providers and other health and social services. The Group also addresses cooperation issues related to student welfare between the City of Helsinki and the education providers operating in its area. (section 14a of the Act Amending the Student Welfare Act 377/2022)

The Cooperation Group also carries out the tasks of the education provider's student welfare steering group (section 14 of the Student Welfare Act 1287/2013), which are the planning, evaluation and monitoring

of student welfare. The Group monitors compliance with legislation and steers service areas in the development of student welfare practices and services.

The chair of the Group rotates each year between the heads of the Education Division's service areas. The Group includes representatives from Finnish- and Swedish-language pre-primary, comprehensive and upper secondary education, school social worker and psychological services in student welfare, the child health clinic and school and student health care. The Group also includes representatives of private education providers in both general education and VET, representatives of the parents and guardians of minors and a representative of the Youth Council. The group meets four times a year or more frequently when necessary.

Steering Group for Student Welfare Cooperation

The tasks of the Steering Group for Student Welfare Cooperation are based on monitoring the cooperation agreement between the Education Division and the Social Services, Health Care and Rescue Services Division: promoting cooperation, developing the content and monitoring the quality of operations, agreeing and monitoring the annual budget and evaluating cooperation. The Steering Group is chaired by the Social Services, Health Care and Rescue Services Division's Director of Family and Social Services. The Group includes representatives from school and student health care, the child health clinic, child welfare services, Finnish- and Swedish-language pre-primary, comprehensive and upper secondary education and private education providers. The group meets 4–6 times a year.

Steering Group for Student Welfare in Pre-primary Education

The Steering Group for Student Welfare in Pre-primary Education includes representatives from pre-primary and comprehensive education student welfare services, early childhood education and the child health clinic. The Group holds meetings to discuss and agree on common issues related to the wellbeing of children in pre-primary education. The Group also works on issues for the communal student welfare groups specific to districts in pre-primary education and meets 4–5 times a year.

Student welfare groups specific to units and districts

The communal student welfare groups specific to districts in pre-primary education, communal student welfare groups in **comprehensive and general upper secondary education** and the wellbeing groups (hyry groups) of **Helsinki Vocational College** are responsible for the planning, development, implementation and evaluation of student welfare in accordance with the education provider's student welfare plan. The student welfare groups and wellbeing groups are made up of representatives of different professions. The composition, management and operation of the groups are described in more detail in section 5.2.



2.2 Evaluation and monitoring of the student welfare plan

The activities of the City of Helsinki are guided by research and data. We use the following national, local and unit-specific

data sources to evaluate and monitor the implementation of the student welfare plan.

Our data sources:

- the School Health Promotion study (Finnish Institute for Health and Welfare)
- TEAviisari (Finnish Institute for Health and Welfare)
- customer experience surveys
- unit-specific summaries of extensive health examinations
- results of the health, safety and wellbeing checks of learning communities
- wellbeing surveys aimed at learners, parents and guardians, focusing on specific schools
- School Wellbeing Profile, comprehensive education only
- MOVE! results, physical activity measurement and feedback system for children in comprehensive education
- surveys of general upper secondary school students in the Helsinki Metropolitan Area (PKS-kysely)
- Amisbarometri VET student survey
- surveys conducted by the Finnish Institute for Health and Welfare (THL) and the Finnish National Agency for Education
- surveys conducted by the Finnish Education Evaluation Centre (FINEEC)
- student welfare self-assessment
- OPA data collection (Finnish Institute for Health and Welfare).

2.2.1 Review and updating of the student welfare plan

The Education Division's student welfare plan is valid for one council period of office at a time and reviewed when necessary. The review and updating of the student welfare plan is the responsibility of the Regional Cooperation Group for Student Welfare, which includes representatives of the authorities responsible for student welfare from the Education Division and the Social Services, Health Care and Rescue Services Division. The plan is updated utilising the data sources listed above.

We have drawn up the student welfare plan in cooperation with the staff of learning communities, student welfare services, learners and their parents and guardians. In autumn 2023, we collected the views of learners, parents, guardians and staff through an online survey, the results of which were utilised in the preparation of the plan. At the end of the 2025–2029 council period of office, we will again involve learners, parents, guardians and staff in the process of updating the student welfare plan.

3 Objectives of student welfare

According to the Helsinki City Strategy 2025–2029, in Helsinki, everyone – regardless of their background or starting point – should be able to live a good life and pursue their dreams. All of Helsinki’s residents should feel like they belong. We want to improve the wellbeing of children and young people in a holistic way by focusing on prevention and early intervention. To this end we will intensify cooperation between homes and schools and support parenting. Through student welfare, we aim to reduce disparities in people’s wellbeing and promote daily exercise and an active lifestyle.

We have set student welfare objectives derived from the City Strategy and the City’s priorities for promoting wellbeing and health. We want to ensure through high-quality and effective student welfare work that the operating culture of learning communities supports the wellbeing and learning ability of learners. By working systematically, we strengthen inclusion, safety and a good future.

The objectives are to improve learners’ perception of the safety of learning communities, increase community cohesion and positive interaction in learning communities, reinforce healthy lifestyles, improve daily rhythms and increase daily physical activity. We will improve the functioning of the service chains of mental health services for children and young people and ensure the provision of low-threshold mental health services through a therapy guarantee. We will improve cooperation with homes and strengthen the competence of our teaching staff in utilising a multidisciplinary expert group.



3.1 Priorities

In pre-primary and comprehensive education, our priorities are learners' commitment to pre-primary education and school, school attendance and the prevention and tackling of bullying. We emphasise the importance of emotional and interaction skills in supporting the wellbeing and learning of learners. To this end we teach learners to recognise, regulate and process their emotions and strengthen their ability to listen, respect and anticipate the feelings, views and expressions of others. This way they learn to use emotions as a resource when interacting with others and to understand the importance of interaction skills as part of a safe society.

We use safe and proven emotional and interaction programmes. We have created a school-specific structure for using the programmes and for teaching emotional and interaction skills based on the selected programme(s). However, teaching still varies between units and quality needs to be improved. We will continue to develop the teaching of emotional and interaction

skills and modelling of skills as part of the operating culture of pre-primary education and schools and focus on the continuous grouping of learners.

In upper secondary student welfare, our priority is strengthening students' ability to study and function and their belief in the future. We will develop practices that support learners' commitment to studies while supporting their study skills, wellbeing and interaction skills. We will offer a range of courses, events and meeting places that promote wellbeing, such as wellbeing cafés. We will promote a positive operating culture and integrate the practising of wellbeing and interpersonal skills into subject objectives and the teaching of working life skills. We will foster community cohesion by planning and implementing student grouping and offering a variety of group sports activities before, during and after the study day, among other means.

At all levels of education we will develop parenting support and cooperation with homes. We want to increase the involvement of parents and guardians by utilising a range of operating models that foster inclusion and dialogue, among other measures. We will develop ways to engage parents and guardians in cooperation and agreed objectives for supporting learners. We will increase learners' and guardians' understanding of the benefits of working with a multidisciplinary expert group.



We have identified a need to support the everyday physical activity of children and young people. To this end we will prioritise efforts to increase physical activity in the everyday operations of units by utilising an activity-oriented approach in teaching and guidance. We will add physical activity to recess, events and themed days. We will broach the subject of physical activity using methods designed for this purpose, such as mini-interventions to promote physical activity. We will develop service coordination and discuss the importance of healthy lifestyles, such as exercise and a regular daily rhythm, for learning and wellbeing in client meetings.

We have an anti-bullying programme that includes 13 measures (ABP13). We will continue to implement and develop the programme's measures to suit different levels of education. We will focus on communicating about student welfare services and developing cooperation between different services. We will build an operating culture and processes that provide help and support to learners when they need them.

3.2 Monitoring of the objectives

To monitor the realisation of our objectives, we have selected 16–18 indicators from the School Health Promotion study, which measure the wellbeing of children and young people in the following areas: learning and school attendance; learning community; participation; safety; social relationships; health and lifestyles; and services and access to help. We will monitor these areas on a long-term basis and discuss the results at the Division and unit level.



We monitor the wellbeing of children and young people in areas such as:

- studying and school attendance
- learning community
- participation
- safety
- social relationships
- health and lifestyle
- services and access to help.

4 Assessment of overall student welfare needs and available student welfare services

The Regional Cooperation Group for Student Welfare ensures the adequacy of student welfare services by assessing overall student welfare needs. The assessment of overall needs includes the needs of learners and learning communities, the implementation of health examinations and staffing and the provision of services within time limits. The assessment is carried out by the Regional Cooperation Group for Student Welfare and reviewed annually. Based on the assessment, the Regional Cooperation Group for Student Welfare plans student welfare and allocates student

welfare resources based on needs.

The City of Helsinki organises education in 226 pre-primary education units (51 of which are run by private service providers), 102 comprehensive schools, 15 general upper secondary schools and one vocational institution (Helsinki Vocational College).

In addition to young people, the City's upper secondary education provision has 6,314 adult students who are entitled to student welfare.

Table 1. Numbers of learners (Finnish or Swedish as a second language and total).

Level of education	FI or SV as a second language learners	Total learners
Pre-primary education*	1,650	5,700
Comprehensive education	12,000	48,400
General upper secondary education	1,400	9,900
Stadin AO**	5,780	10,960

*Pre-primary education has foreign-language learners instead of Finnish or Swedish as a second language learners.

** Helsinki Vocational College has foreign-language students instead of Finnish or Swedish as a second language students.

4.1 Assessment of overall student welfare needs

At the end of 2023, there were approximately 227,900 people under the age of 30 living in Helsinki, half of whom were under 18. The number of children below school age (0–6) was 42,912, the number of school-aged children (7–17) was 70,856 and the number of young people between the ages of 18 and 29 was 114,167. In Helsinki, one in four people under 18 have a foreign background and just over a third of those with a foreign background were born outside Finland. One in four Helsinki residents is a foreign-language speaker, and the proportion of foreign-language speakers is very unevenly distributed across city districts. Just over a quarter of those under 18 live in single-parent families and just under 15% are on income support, while 13% of children and young people live in low-income households.

We have recognised that there are various background factors linked to the perceived wellbeing, health and safety of children and young people. These background factors include gender, origin, family socio-economic status and family type. Boys are more likely than girls to perceive their wellbeing as better, and the perceived safety of the growth environment varies by origin.

The perceived financial situation of the family is one of the key background factors affecting wellbeing: the better a child or young person assesses their family's financial situation to be, the better they perceive their own wellbeing to be. Those living with both parents often perceive their own wellbeing as better than other children and young people. It is worth noting that the perceived wellbeing, health and safety of young people living in Helsinki differs especially by gender and the perceived economic situation of the family.

The MOVE! tests show that while there have been positive developments in the physical functional capacity of children and young people, there have also been worrying trends in recent years. In particular, there are significant differences in children's physical functional capacity between city districts, which means that some areas have greater service needs than others. Based on height and weight data from health examinations conducted by child health clinics and school health care, excess weight and obesity are on the rise, highlighting the need for lifestyle guidance and the promotion of everyday physical activity.

According to the results of the School Health Promotion study in Helsinki, the perceived health of all age groups has deteriorated over the last ten years, and a fifth of children and young people have irregular lifestyles, which can increase the risk of health problems and require targeted services. The decline in mental functional capacity, especially the increase in anxiety and depression, highlights the need for stronger mental health support.

The rise in inattention and restlessness means that more and more children and young people need personal support and services. The City of Helsinki has agreed that, in addition to the statutory preventive tasks, school and student health care will carry out the initial assessment and follow-up of neuro-psychiatric symptoms in the school environment, especially concentration difficulties, and the monitoring of ADHD treatment in certain age groups.

The deterioration of the safety of the growth environment is also a factor affecting service needs. Experiences of physical threat,

harassment, bullying, violence and discrimination have become more common, which can increase the need for psychological and social support.

Growing wellbeing and health inequalities among children and young people, the high number of foreign-language families, the number of children and young people, increased poverty in families with children and a lack of safety are increasing the need for student welfare services. In particular, the differences between population groups

and districts underline the need to tailor services to local conditions. The living conditions, living environment, needs and preferences of disadvantaged population groups must be taken more effectively into consideration in the planning and targeting of services. Doing so requires close cooperation between different actors to meet the service needs of different population groups and districts.

The sources for section 4.1 are listed in Appendix 3.

4.2 Available student welfare services

Statutory student welfare services are provided by school social workers, psychologists and child health clinic, school health care and student health care nurses and doctors. The dimensioning of our school social worker and psychological services corresponds the Student Welfare Act.

In school and student health care, we follow the dimensioning recommendations of the Ministry of Social Affairs and Health and the Finnish Institute for Health and

Welfare regarding the number of nurses and doctors. There is no separate staff dimensioning recommendation or limit regarding children of pre-primary education age, as the staff dimensioning of maternity and child health clinics is based on all the age groups that use their services. Student welfare professionals are spread across the different districts of Helsinki according to staff dimensioning, because of which an individual employee may provide services at more than one unit.

Table 2. Staff dimensioning (learners per employee).

	Pre-primary education	Comprehensive education	Upper secondary education
School social workers	670	670	670
School psychologists	780	780	780
School nurses	320* (ages 0–6)	460	570
Doctors	2,270 (0.5 positions for pre-primary education)	2,100	1,800

Staff dimensioning in accordance with the Student Welfare Act and the Finnish Institute for Health and Welfare's recommendations.

*Of which children of pre-primary education age account for approximately 14%.

Table 3. Numbers of posts of student welfare professionals.

	Pre-primary education	Comprehensive education	Upper secondary education
School social workers	86 (pre-primary and comprehensive ed. combined)	86 (pre-primary and comprehensive ed. combined)	46**
School psychologists	77 (pre-primary and comprehensive ed. combined)	77 (pre-primary and comprehensive ed. combined)	42**
School nurses	138***	124	71.5*
Doctors	0.5	48 (school and student HC combined)	48 (school and student HC combined)

*In addition to statutory services, student health care services in Helsinki are supplemented by 14 mental health and substance abuse nurses. At upper secondary level, the work of nurses and doctors also includes medical care.

**Some of the school social worker and psychologist posts in upper secondary education are in private institutions.

*** The posts are allocated to the child health clinic, where children of pre-primary education age account for approximately 14%.

School social workers serve as social services specialists in learning communities. School social workers support both learners and their parents and guardians at community and individual level. School social workers provide support with situations that affect learning or studies, social relationships or general life management. Their work is aimed at increasing the learner's resources and finding positive solutions by analysing the learner's situations. The work of school social workers focuses on learners' everyday life management, functional capacity and interaction relationships and is aimed at strengthening mental wellbeing and preventing substance abuse. In addition to these, the work includes consultations, promotion of the wellbeing of learning communities and cooperation with teaching staff, families and various stakeholders.

School psychologists carry out work that promotes mental health, wellbeing, studies and learning and prevents problems. The individual and client work of school psychologists includes investigating and assessing

issues related to the learner's development, learning and studies. This may include psychological evaluations of learners and related procedures and individual support and counselling for problems related to emotional development, social interaction or learning. In addition to these, the work includes short interventions that support mental health, consultations, promotion of the wellbeing of learning communities and cooperation with teaching staff, families and various stakeholders.

School nurses monitor the growth and development of learners and monitor and promote their ability to study and wellbeing. School nurses also carry out the regular health examinations of learners, which serve as the basis of school and student health care services. The examinations involve comprehensively assessing the physical and psychosocial health, wellbeing and learning of learners.

Each pre-primary education aged child has a designated child health clinic nurse who carries out the child's six-year health

examination and health counselling, taking into account the needs of clients and families and the necessary individual appointments. The health examination programme of child health clinics does not include periodic health examinations by a doctor during pre-primary education age, as the last periodic health examination by child health clinic doctor is carried out at the age of four years.

The extensive health examinations carried out by school health care services in 1st, 5th and 8th grade also involve assessing the wellbeing of the learner's parents and entire family. In addition to these, school health care services carry out health guidance, birth control and sexual counselling, mental health promotion and substance abuse prevention.

Student health care nurses carry out the health examinations of first-year students. Student health care services also conduct special support consultations that involve assessing the need for special support and examinations and referring the learner for further examinations or follow-up treatment, when necessary. The health examinations carried out by student health care nurses involve assessing the learner's state of health from the perspective of coping with studies, providing the learner with information about available health care and student welfare services and examining the learner's health, life situation, lifestyle, social networks and academic performance together with the learner.

School and student health care doctors work closely with school and student health care nurses. The work of school and student health care doctors includes the extensive health examinations carried out in 1st, 5th and 8th grade of comprehensive education and the 1st and 2nd years of upper secondary education. School and student health care

doctors also assess issues related to growth, adolescence and posture and, when necessary, other medical problems identified during the health examinations.

School and student health care doctors also carry out special support needs assessments, which involve assessing issues related to learning, mental health or other medical problems that affect study progress. In accordance with the City of Helsinki's division of labour, school and student health care doctors also carry out the monitoring of ADHD in minor learners. Other medical challenges and urgent matters are handled at health stations.

Child health clinic services provided by nurses and doctors are a part of the student welfare services of children of pre-primary education age. The periodic health examination at the age of six years and other health care services provided by child health clinics are part of the individual student welfare services of children of pre-primary education age. In addition to monitoring growth and development, the last periodic health examination carried out at the child health clinic at the age of six years focuses particularly on assessing school readiness, such as ability to cope with pre-primary education, concentration and tolerance of restrictions. Any developmental and growth-related challenges are addressed as early as possible at the child health clinic before the child starts school. In addition to this, the school readiness assessment takes into account any challenges raised by parents and pre-primary education teachers before the start of school, so that the child can start school as smoothly as possible. After the health examination, the child's health records and follow-up plans are transferred from the child health clinic to school health care to ensure continuity of care.

5 Communal student welfare

In Helsinki, we believe that a healthy and safe learning environment is a prerequisite for learning and wellbeing. Through communal student welfare, we influence the operating culture, atmosphere and community cohesion of the learning community. We support the conditions for learning and promote health and wellbeing, interaction, inclusion, the health and safety of the environment and accessibility. Communal student welfare is tied to the teaching and educational mission of units and is the primary form of student welfare.

Communal student welfare includes learner grouping, teaching and modelling emotional and interaction skills, guiding themed lessons and organising targeted activities for groups, for example. The work focuses on the everyday interactions and events in learning communities and on guiding and supporting the participation of learners. Where appropriate, we target the work to specific grades, groups, parents and guardians for example at the start or end of pre-primary education or school/studies, or based on an identified challenge within a group.

Figure 3. An example of the content of communal student welfare.



Image source: Finnish Institute for Health and Welfare.

5.1 Staff responsibilities in communal student welfare

Communal student welfare is the responsibility of everyone working in the learning community. This means that everyone has a duty to promote the wellbeing of learners and the community as a whole and cooperation with parents and guardians. However, primary responsibility for the wellbeing of the community lies with the staff of the learning community.

Communal student welfare is intrinsically tied to the educational role of the teacher and emphasises cooperation with learners, parents and guardians and the various actors in the learning community. Cooperation can also be carried out with parties outside the learning community, such as youth services and organisations.

Teachers take health and wellbeing perspectives into account in all everyday activities: the content, methods and practical arrangements of teaching as well as other activities, such as play, recess and meals. Teachers are often the first to spot challenges related to learners' wellbeing at the individual and group level, so it is their job to raise the issue as early as possible. To resolve situations, the teacher draws on a range of professionals in the learning community, and identified challenges are addressed through multidisciplinary cooperation.

Communal student welfare is also provided by student welfare professionals, meaning school psychologists, social workers, nurses and doctors. They engage in cooperation with daycare centre managers, principals, education managers and teachers at community, group and individual level.

Communal student welfare is also contributed to by early childhood education caregivers and social workers, teaching assistants, multilingual instructors and school coaches. Other employees working at units, such as site managers and kitchen and cleaning staff, also participate in the implementation of communal student welfare. Each member of the learning community has a responsibility to support and encourage all members of the community to take responsibility for the safety and wellbeing of the learning community.



5.2 Communal student welfare groups specific to units and districts

The communal student welfare of a unit is the responsibility of the communal student welfare group specific to the unit or district.

In pre-primary education, it is the responsibility of the communal student welfare group specific to the district, **in comprehensive and general upper secondary education** it is the responsibility of the communal student welfare group and **in VET** it is the responsibility of the wellbeing group (hyry group). From here on, we use the term student welfare group to refer to all of these.

The work of the student welfare groups is community-oriented and preventive. The groups process matters at a general and

communal level and never process matters concerning an individual learner.

The work of the student welfare groups is systematic and planned. Each level of education has checklists and an annual planning tool to support the work of the student welfare groups. The checklists enable the student welfare group of a unit to develop, implement and monitor its work as required by the Student Welfare Act and the student welfare plan. The annual planning tool or calendar supports the planning, implementation and evaluation work carried out by student welfare groups each school year.

Checklists and annual planning support materials for student welfare groups



- [Checklist for district-specific communal student welfare groups in pre-primary education](#)
- [Checklist for student welfare groups in comprehensive education](#)
- [Annual planning tool for comprehensive education](#)
- [Checklist for student welfare groups in general upper secondary education](#)
- [Annual student welfare calendar templates for general upper secondary education and Helsinki Vocational College \(appendix 3\)](#)

Members and responsibilities of student welfare groups

In pre-primary education, each district-specific communal student welfare group is

headed by an early childhood education district manager. The groups include the managers of daycare centres in the district, student welfare professionals, itinerant

special educational needs teacher in early childhood education, representatives of health care and social welfare services and other district-specific cooperation partners.

In primary and general upper secondary education, each communal student welfare group is headed by the principal or vice principal responsible for student welfare. The groups include student welfare professionals and other persons agreed upon by the unit, such as special educational needs teachers, class teachers, guidance counsellors and/or, in primary education, school coaches. The groups may also invite district-specific actors or other key stakeholders who are relevant partners in given a phenomenon to attend their meetings.

In VET , the wellbeing group is headed by the education manager responsible for communal student welfare. The group includes student welfare professionals and other persons agreed upon by the unit, such as special educational needs teachers, vocational teachers, assigned teachers and/or guidance counsellors.

In addition to the above-mentioned group, Helsinki Vocational College (Stadin AO) has its own student welfare group that ensures the consistent implementation of student welfare work and the effectiveness of network cooperation across all Stadin AO units.

At all levels of education, it is essential to consider the key players in the wellbeing of the learning community when deciding the composition of student welfare groups. The groups ensure that learners, parents and guardians are involved in the development of operations and in setting and evaluating objectives.

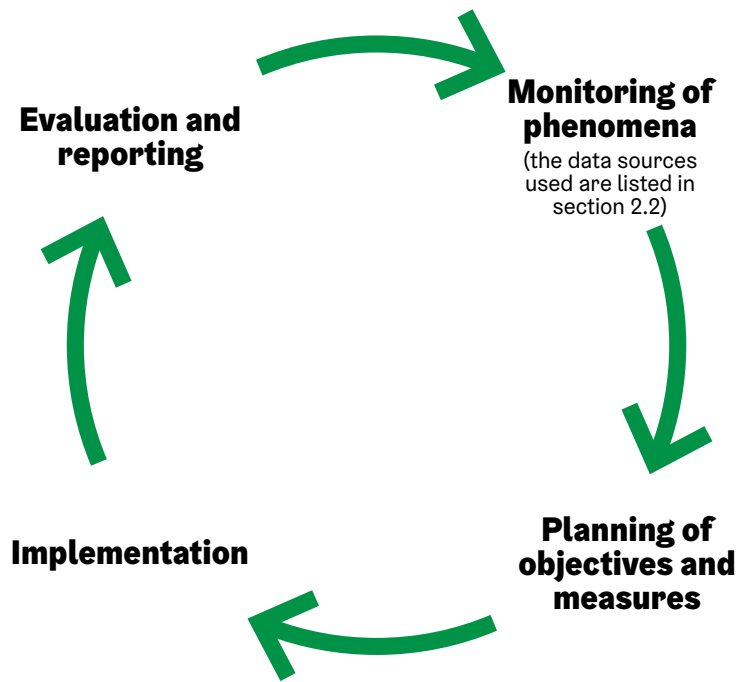
Activities and tasks of student welfare groups

The tasks of student welfare groups include the planning, coordination, implementation and evaluation of student welfare at their units (Figure 4.). The groups convene as often as necessary to carry out their tasks, in accordance with the timetable set out in their annual plan. The groups convene at least twice a year in pre-primary education and at least once a month in primary and general upper secondary education and VET.

The objectives and measures of unit-specific student welfare work are based on current information on phenomena (data sources are described in section 2.2). **In pre-primary education**, the plan for unit-specific student welfare work is included in the unit's action plan, **in primary and general upper secondary education** it is an annex (e.g. annual calendar) to the school-specific annual plan and **at Helsinki Vocational College** it is an annex to the annual student welfare calendar. The planned activities must be described in the action plan, annual calendar or school-specific annual plan in a way that ensures that learners and their parents and guardians know what student welfare issues and themes are being covered during the current year. The implementation and evaluation of the plan are reported on annually in each unit's school year report.

In addition to this, the groups also evaluate and develop their own operations each school year. Operations are developed with the help of feedback and statistics from student welfare services and regular planning and evaluation days.

Figure 4. Tasks and work process of the communal student welfare groups specific to units and districts.



Meeting practices

The chair of the student welfare group is responsible for preparing the agenda and may delegate this to a member or members of the group. Any member of the group may raise issues to be included on the agenda.

In addition to the members of the group, the staff of the learning community and, if necessary, learners, parents and guardians are informed about the schedules of the student welfare group. The meetings of student welfare groups are based on prepared agendas, which are sent to the members in advance. Minutes are taken of the meetings and the chair decides at the beginning of the meeting who will take the minutes. The members agree on how current information on student welfare is communicated to the whole working community, such as at teachers' meetings.

Meeting minutes must be made available to all staff, learners, parents and guardians. They are not subject to any specific storage requirements because they do not contain any confidential or individual information.

Meetings are systematically and regularly attended by representatives of learners, parents and guardians and, if necessary, external cooperation partners.

Reporting and monitoring

Student welfare groups monitor the realisation of communal and individual student welfare and report on it to the Regional Cooperation Group for Student Welfare. The groups also use a separate questionnaire to evaluate their own activities and report on them to the head of student welfare.

The consistency of the operating methods of individual units as regards student welfare is ensured through cooperation between student welfare supervisors and the communal student welfare groups of individual units. To ensure that up-to-date information is conveyed to all relevant parties, daycare centre managers and the principals and education managers of schools, general upper secondary schools and Helsinki Vocational College meet regularly with student welfare supervisors.

5.3 Measures for ensuring a healthy, safe and thriving learning community

A healthy, safe and thriving learning environment is built upon the wellbeing of learners and staff and the physical learning environment, which we ensure through statutory inspections (Health Care Act 1326/2010). We have agreed that representatives of child health clinics do not participate in the health protection inspections of pre-primary education units, but instead promote their health, safety and wellbeing by other means. Inspections of the school and educational institution environment are carried out in multidisciplinary cooperation between different authorities and parties.

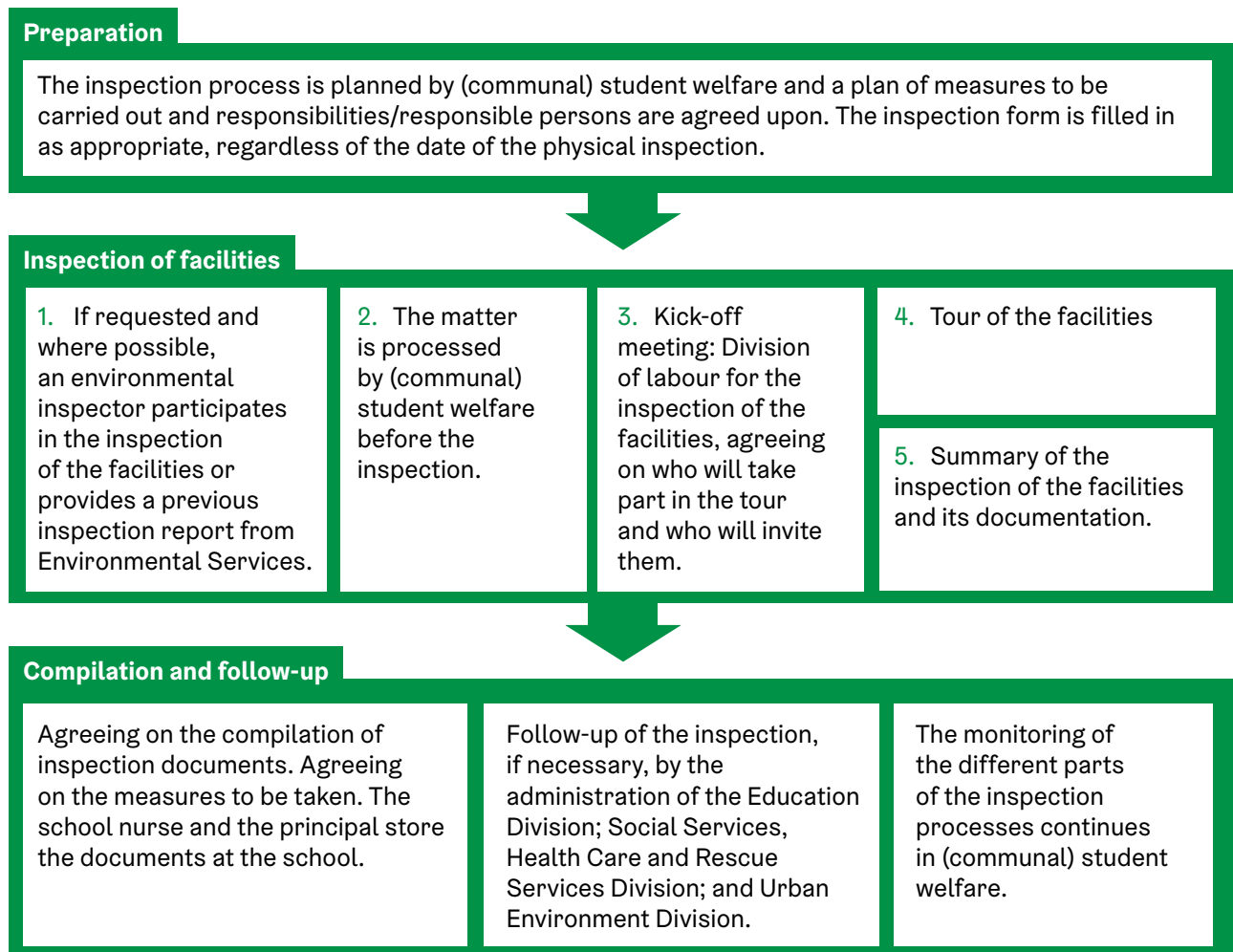
The inspections carried out in cooperation with the authorities consist of several stages that involve evaluating the physical,

psychological and social conditions at the unit. The inspections focus on things such as the health and safety of facilities and the wellbeing of the community. The rectification of any deficiencies identified in the inspections is monitored annually.

The Regional Cooperation Group for Student Welfare agrees on the multidisciplinary implementation of inspections. The division of work and responsibilities is agreed upon between the different actors in accordance with the [cooperation practice model](#). The inspections also cover the self-supervision of units, requiring plans intended to promote safety and wellbeing to be updated and processed by the learning community annually.



Figure 5. The process of inspecting the health conditions of schools and educational institutions.



5.3.1 Absence prevention, systematic monitoring and intervention

We support learners' attendance and commitment to studies through cooperation between teaching, guidance and student welfare staff and regular cooperation with parents and guardians. We regularly monitor absences and study progress at all levels of education. We also monitor absences by unit and group.

Prolonged absences from the learning community are often a symptom of a factor that is endangering the learner's development. The reasons for absences can

include issues related to learning, physical or mental health, the learning community, friends or challenges at home or related to parenting. Increased absences hinder a learner's learning and sense of community cohesion and inclusion, thus increasing the risk of their study path being interrupted and of social exclusion.

In pre-primary education, the responsibilities and measures related to absences are documented in the [operating model for preventing absences in pre-primary education](#) (only available in Finnish). In pre-primary education, children's absences are dependent on the parents and guardians.

In comprehensive education, the responsibilities and measures related to absences are detailed in the [absence prevention handbook](#) (only available in Finnish). Measures related to absences are also described in the City of Helsinki's local curriculum for comprehensive education, sections 5.1 Yhteinen vastuu koulupäivästä ('Shared responsibility for the school day') and 5.6 Paikallisesti päätettävät asiat ('Matters decided upon locally'). School-specific solutions, the division of tasks and responsibilities and other practical matters are specified in school-specific annual plans.

In general upper secondary education, measures related to absences are described in the [levels of support in general upper secondary education](#) (only available in Finnish).

In VET, instructions and measures related to absences, suspension of studies, qualification-specific health requirements and other prerequisites for studies are detailed in the [Stadin AO Operations Manual](#) (only available in Finnish). For students, parents and guardians more detailed information is available on the [Stadin AO website](#) (in Finnish).



5.3.2 Prevention of and intervention in the use of tobacco products and other intoxicating substances

Substance abuse prevention is part of the City of Helsinki's [statutory](#) duties, in which daycare centres, schools and educational institutions play an important role. The Education Division carries out substance abuse prevention in accordance with its substance abuse prevention plan.

Our aim is to prevent and delay the start of substance use, the use of tobacco and nicotine products and digital gaming and gambling. The goal is to prevent and reduce substance use and the negative health, social and communal impacts of substance use. We monitor up-to-date information on substance use and utilise this information in the planning, implementation and evaluation of substance abuse prevention.

The key aspect of substance abuse prevention include strengthening protective factors and reducing the impact of risk factors. In learning communities, this means supporting learners' development and growth and strengthening their life management skills. From a VET perspective, it also means educating learners on professionalism and safety at work. We also create a safe and supportive growth environment for all our learners. We practise and model emotional and interaction skills as part of everyday life and engage in close cooperation with homes. We provide substance abuse education based on interaction to increase learners' understanding of the risks associated with substance use, support their self-esteem and encourage them to discuss choices that promote their own health.

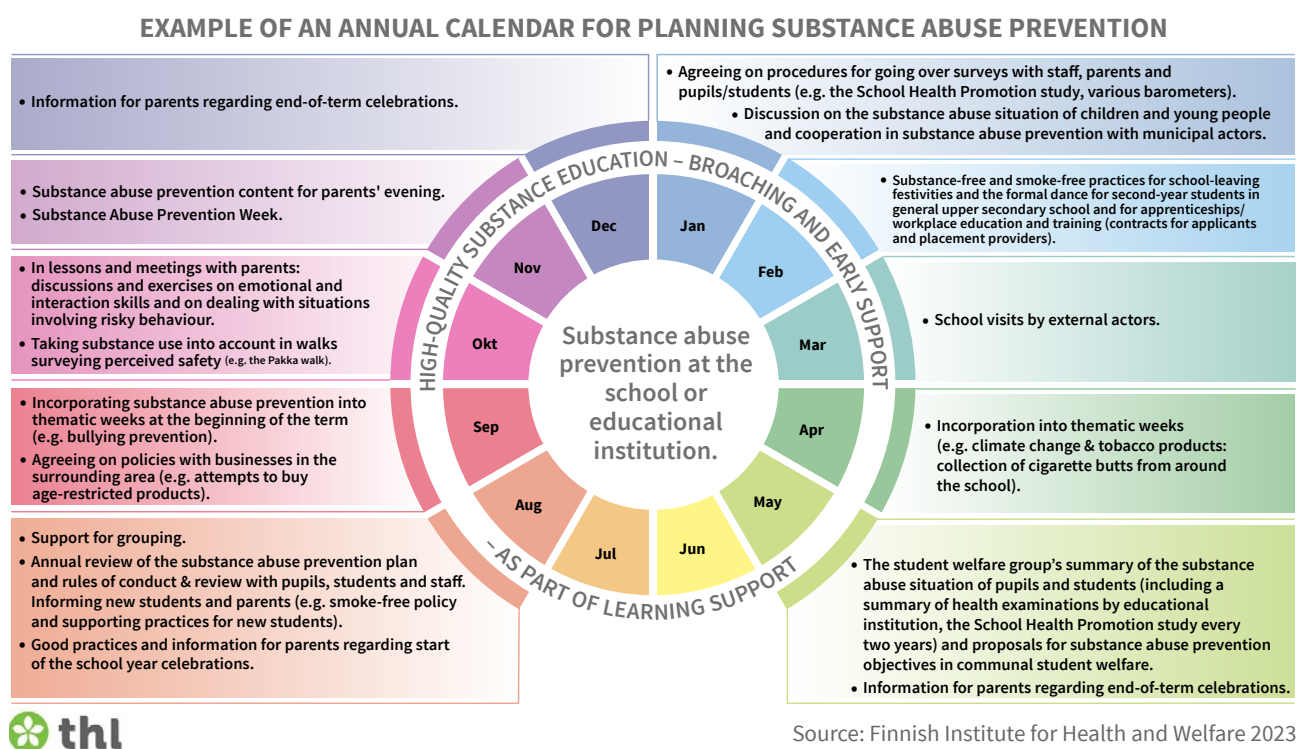
Substance abuse prevention is carried out as part of the communal student welfare of learning communities, and is taken into account in unit-specific annual plans. The planning and coordination of substance abuse prevention is the responsibility of unit-specific student welfare groups/well-being groups. Substance abuse prevention is carried out in close cooperation with staff, learners, parents and guardians in the learning community. It is essential to include young people's experiences and meanings in the planning and implementation of substance abuse prevention. As part of substance abuse prevention, student welfare groups may engage in cooperation with other operators and partners, but the primary responsibility for the work always lies with the learning community. Cooperation can be carried out with the substance abuse outpatient clinic, Young People's Specialist Appointments, Youth Substance Abuse Service Pysäkki, the Culture and Leisure Division's health and

welfare promotion services and Ehyt ry, for example.

Learning communities are substance-free operating environments, where every member of staff has a responsibility to intervene in any substance use occurring there. By substances, we mean intoxicating substances such as alcohol, drugs, medicines, nicotine and tobacco products, as well as tobacco substitutes. The Education Division has clear guidelines for substance abuse prevention and intervention, which are known to all staff, learners, parents and guardians.

The substance abuse prevention plans of learning communities are included in pre-primary education guidelines, school-specific annual plans, [Stadin AO's plans for supporting student wellbeing](#) and [general upper secondary schools' plans for supporting student wellbeing](#). (Only in Finnish.)

Figure 6. Example of an annual calendar for planning substance abuse prevention in schools and educational institutions.



6 Individual student welfare

The purpose of individual student welfare is to provide individual support and guidance to a learner when necessary. Professionals in the learning community and student welfare services have a duty to guide the learner to the services that they need. Student welfare services (see section 4.2) are free of charge, voluntary and confidential.

Individual student welfare is always based on the learner's consent, and the support is planned taking into account the individual circumstances, resources and needs of the learner. The learner's inclusion and opinions are taken into account in the measures and solutions in accordance with their age and level of development. Exercise and other habits that support wellbeing are discussed in individual student welfare in an age-appropriate manner. Learners in need of support are identified and supported through service coordination, for example.

Learners can access student welfare services either independently, with a guardian or with the guidance of a teacher, for example. Learners have the right to access school social worker and psychological services in student welfare within a time limit, which means that a learner must be provided the opportunity for a personal discussion no later than the seventh working day after requesting it. If the situation is urgent, an attempt must

be made to arrange the discussion on the same or the next working day. The urgency of the matter is always assessed by a social worker or psychologist. The learner and/or their guardian can contact the social worker or psychologist either by phone, via Wilma or digitally through the Aula service.

School nurses invite pupils to health examinations in each grade according to the invitation policy. In addition to this, pupils have the right to see the school nurse based on their individual needs and life situation, even without having to book an appointment. Information on how to access the service is provided on schools' web pages, at parents' evenings, on notice boards and via Wilma messages. Health examination appointments can be booked through Maisa and by phone directly with the school.

Student health care must guarantee students the possibility to contact student health care during office hours on weekdays and receive a response within the same day. In addition to this, when educational institutions are closed during holidays, students can contact centralised student health care services. The extensive health examinations carried out by school and student health care, other regular health examinations and special support consultations are also part of individual student welfare.

In pre-primary education, child health clinic services are provided on weekdays in family centres or at local service points. Learners who are under school age must be accompanied by their guardian(s) when using pre-primary education child health clinic services. Parents and guardians can book their child's six-year health examination at a child health clinic either by calling the clinics' centralised telephone service on weekdays or electronically via the Maisa client portal. Information on how to access child health clinic services is provided on the hel.fi website.

According to Government Decree (380/2011), if a child or young person who is underage fails to attend a periodic health examination, their need for support must be assessed. Children and young people have the right to access health examinations, which cannot be refused by their guardian (UN Convention on the Rights of the Child 60/1991, Article 24). Those who fail to attend a periodic examination are invited to a meeting by separate invitation letter. If a child or young person does not attend a health examination despite an invitation, the child health clinic and school and student health care are obliged to determine if the child or young person needs support if they cannot be reached or do not attend.

In pre-primary and comprehensive education, the wellbeing and learning of each learner is primarily monitored by their teacher. In general upper secondary education, primary responsibility for monitoring learners' wellbeing and study progress lies with their homeroom teacher, while in VET, the responsibility lies with the students' assigned teacher. When a teacher or other learning community staff become concerned about a learner's situation, the matter should immediately be discussed

with the learner and, if the learner is underage, their guardian. After this, it is possible to consult a school social worker, psychologist or nurse, for example.

Student welfare professionals can also be consulted anonymously about concerning situations. The ways to address concerning situations can also be discussed in a multidisciplinary way anonymously. However, before consulting, it is good idea to discuss the matter with the learner and, if necessary, their guardian. If the situation is serious, the learner is informed that due to the severity of the matter, a student welfare professional will be contacted and provided with the information necessary to assess support needs.

We take into account the independent status of the learner as a service client in situations where they are mature enough to assess and assume independent responsibility for their situation. If the learner wishes to prohibit the participation of their guardian(s) in the processing of the matter or the disclosure of information on the matter to their guardian(s), health or social services professionals will assess whether the child is capable of making the necessary decisions on the basis of their age and level of development. There is no age limit defined in legislation concerning a child's ability to make decisions concerning themselves. The assessment is always carried out by a professional on a case-by-case basis. Parents and guardians do not have the right to prohibit minors from accessing student welfare services (section 18 of the Student Welfare Act).

Student welfare professionals record individual student welfare work in the health care and social welfare client and patient information system Apotti.

6.1 Special features of individual student welfare

6.1.1 Practices concerning notifications regarding special diets or medication

Learners' special diets are taken into account, and special diets must be reported to the learner's unit using a form. If necessary, a medical certificate issued by health care provider must be attached. If the learner follows a special religious diet or a vegetarian diet, for example, a medical certificate is not required. Notifications for these diets are submitted using the same special diet notification form. ([Instructions for special diets](#) and [the special diet manual](#))

Education Division staff will only administer medication therapy that a doctor has prescribed as necessary to administer during the day and which the pupil is unable to administer independently. If a learner's illness requires medication during the day, their guardian must inform the unit about this.

Employees can participate in medication therapy if they have received an induction and training for it and their competence

has been verified. This ensures good and safe medication therapy during the day. The Education Division's practices concerning medication therapy are outlined in its pharmacotherapy plan.

6.1.2 Practices regarding the assessments of pupil performance and wellbeing provided by teachers for the extensive health examinations (grades 1, 5 and 8) at school (including consent)

With the consent of the pupil's guardian, the extensive health examinations include an assessment of the pupil's learning, development and wellbeing at school, provided by their teacher. The assessment must include the information necessary to assess the need for health care, medical care or support and to organise and implement it. Comprehensive education in Helsinki follows the instructions of the Finnish Institute for Health and Welfare (THL) ([THL Pupil's learning and wellbeing at school form](#), only available in Finnish).

The practical implementation of the examinations is agreed upon on a school-by-school basis by student welfare. Matters related to the use of the above-mentioned form, such as access to the form and time-tables, are discussed at schools together with school health care services and the teachers or homeroom teachers of the classes undergoing the examinations.



6.1.3 Providing necessary student welfare in connection with disciplinary actions or the exclusion of a learner from studies

If a learner disrupts teaching, otherwise violates the order of the learning community or acts with intent to deceive in comprehensive education or upper secondary education, they may be ordered to undergo disciplinary action as laid down in legislation or

reprimanded in ways defined in legislation. A learner who has been ordered to undergo disciplinary action, excluded from teaching or suspended for a fixed period is provided with the necessary student welfare support in connection with the disciplinary action or after it. The organisation of the student welfare support is agreed upon in cooperation with the learner, their guardian and learning community staff. A plan will also be drawn up for the learner to support their return to education.

6.2 Multidisciplinary expert group

When the early assessment and tackling of a learner's situation requires experts from different fields, a multidisciplinary expert group is set up to support the learner on a case-by-case basis. The establishment of a multidisciplinary expert group ensures smooth cooperation between different professionals and rapid support for the learner.

The group may be set up by a member of the teaching or student welfare staff who has concerns about the learner's situation with the consent of the learner or, if they are underage, their guardian. The multidisciplinary expert group is composed of the key people relevant to the case. A multidisciplinary expert group should in particular include the learner's teacher or homeroom teacher, as they are usually the most familiar with the learner's everyday studying-related problems. If necessary, external experts or people close to the learner can also be invited to participate in the group.

Multidisciplinary expert group meetings that involve the matters of an individual learner are documented in a student welfare report. In pre-primary education, the student welfare report is recorded in the Efficia client information system. In comprehensive and upper secondary education, the student welfare report is drawn up in Wilma.

The meeting of a multidisciplinary expert group begins with the appointment of the person in charge of recording the information necessary for the organisation and implementation of individual student welfare in the student welfare report. The report is drawn up in a continuous format, proceeding in chronological order.

Student welfare reports form a student welfare register. The party responsible for instructions related to the processing of personal data and maintaining the student welfare register is the Education Division. Any information entered in the student welfare register concerning an individual learner or other private person is confidential. (Section 21 of the Student Welfare Act.)

A student welfare report must include the following information:

- the name, personal identity code, municipality of residence and contact details of the learner and, if the learner is underage, the name and contact details of their guardian or other legal representative
- the date of the entry and the person making the entry and their professional or official position, the persons attending the meeting and their positions, subject matter and initiator
- measures taken during the assessment of the learner's situation, such as assessments, examinations and studies
- cooperation with different parties and previous and current support measures
- information on the processing of the matter in the group's meeting, the decisions made and a plan for their implementation and the parties responsible for implementation and monitoring.

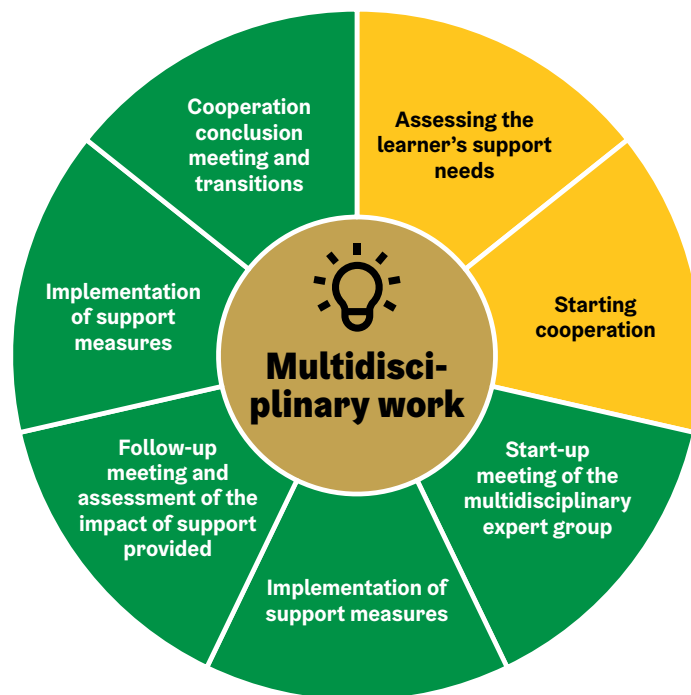
6.2.1 Process description of multidisciplinary work in individual student welfare

The key principles of multidisciplinary work are described in the process description of multidisciplinary work in the City of Helsinki's individual student welfare. The process description applies to all levels of

education. Transitions between different levels of education have been found to be particularly challenging for learners who need support. The continuation of timely support and multidisciplinary expert group work ensure a smooth transition and commitment to studies. [Process description of multidisciplinary work.](#)



Figure 7. Process description of multidisciplinary work in individual student welfare.



6.3 Confidentiality and disclosure of information

To ensure cooperation and trust, the City will always primarily try to obtain consent for the disclosure of confidential information concerning a learner from the learner or their guardian. The obligation of non-disclosure notwithstanding, parties participating in the organisation and implementation of a learner's individual student welfare have the right to obtain from each other and disclose to each other and to the authority responsible for student welfare any information that is necessary for the organisation and implementation of individual student welfare. In addition to this, they have the right to obtain from and disclose to each other and the learner's teacher, principal and education provider essential information necessary for the appropriate organisation of the learner's teaching. The disclosing party must consider whether the information is essential for ensuring the safety of the learner or other learners, for example. The information to be disclosed can concern a learner's

illness that must be taken into account in teaching situations, among other things.

If the learner transfers to a school run by another education provider, the previous education provider must request consent from the learner or, if necessary, their guardian, to disclose to the other education provider confidential information recorded in the student welfare register that is necessary to ensure the continuity of student welfare. On the other hand, information that is essential for organising teaching is disclosed to other education providers without delay, regardless of confidentiality. Similar information can also be provided at the request of the new education provider.

More information about the confidentiality of student welfare is provided in the [Finnish Institute for Health and Welfare's guide on multidisciplinary student welfare](#), chapter 6 (in Finnish).

7 Cooperation with learners, parents and guardians, those working in learning communities and parties supporting the wellbeing of learners

We plan and implement student welfare in cooperation with learners, their parents and guardians, those working in learning communities, student welfare professionals and other operators (such as the police, child welfare services, youth services, etc.) We ensure the competence of all learning community staff in communal student welfare through regular induction and training. At units, inductions are carried out by unit supervisors in cooperation with the supervisors of student welfare services.



7.1 Cooperation with learners and their parents and guardians

Cooperation with learners

Cooperation with learners is central to the planning, implementation and evaluation of student welfare. Through cooperation, we promote community cohesion and wellbeing and strengthen learners' commitment to learning, community rules and responsible interaction. All student welfare activities must be assessed for impacts on learners and put their interests first.

In pre-primary education, the teacher of the pre-primary education group discusses each child's individual needs, wishes and learning with the child and their guardian. The pre-primary education staff take these needs and wishes into account when planning the education and developing learning environments.

In comprehensive education, pupils' thoughts are collected through, for example, joint discussions and class surveys, and utilised in education. Schools engage in close cooperation with student body boards, peer support students and other pupil community involvement groups to promote wellbeing and a positive school atmosphere.

In general upper secondary education, the boards of units' student bodies and tutor students are important cooperation partners for staff. Open events are organised for students to discuss wellbeing and other issues of importance to them. The events are voluntary for all students in the City's general upper secondary schools.

In VET, the student body of Stadin AO can influence student welfare in many ways, such as through the student body board, which includes representation from all Stadin AO units. Board members are also admitted to Stadin AO's student welfare group and management team. The student body organises an Influencer Forum, where students can discuss wellbeing, student welfare and equality issues with experts. Stadin AO's units have student tutors who earn credits for tutoring, are supervised by teachers and learn sets of competences that support wellbeing. Furthermore, students can discuss matters related to wellbeing in unit-specific Student Forums.

Cooperation with parents and guardians

Cooperation and interaction with parents and guardians is based on openness and clarity and is regular. Our cooperation is based on building trust and respectful interaction. We engage in cooperation with parents and guardians at both the individual and community level. This cooperation is particularly important during transitions and when planning support for learning and school attendance. We always take into account the diversity of families and individual support needs.

In pre-primary education, communication with parents and guardians is carried out by teachers via email and daily encounters, whereas in comprehensive and upper secondary education, we primarily use the

electronic information system Wilma. We inform parents and guardians about the implementation of student welfare, services and procedures at the beginning of the school year. Our communication channels include educational institutions' guides, bulletins, web pages and parents' evenings and guardian events.

We take into account accessibility and, where necessary, multilingualism at parents' and guardians' events. Important tools for engaging in cooperation with and consulting parents and guardians include surveys, various homework assignments, dialogue-based parents' evening, parents' meetings and other communication, such as parents' associations.

If concerns arise about a learner's situation or we find that they need individual support, we contact their parent or guardian without

delay. In urgent or sensitive cases, we contact the parent or guardian primarily by phone or by bringing the matter up in a personal meeting. It is important for guardians to understand that the learning community must have the necessary information relevant to organising teaching. Parents and guardians are reminded that they have a responsibility to regularly monitor the progress of their dependants' studies and the learning community's communication channels, such as Wilma.

We encourage and remind parents and guardians to not hesitate to contact their dependant's pre-primary education teacher, class teacher or homeroom teacher/assigned teacher if there are factors in the dependant's life situation that affect their participation in teaching or progress in their studies.



7.2 Cooperation with those working in learning communities

Student welfare professionals, teachers and other operators in learning communities work together to build a community and operating culture that supports the learning and wellbeing of learners. Each professional contributes their own professional expertise to this cooperation. For example, student welfare professionals support pedagogy by participating in the planning of individual and group-specific support, supervising groups as a teacher's partner, coordinating and evaluating activities and consulting with teachers.

The learning community may also include youth workers and multilingual instructors. Their work contributes to shared objectives aimed at promoting commitment to studies and strengthening attendance and community cohesion. It is important for everyone in the learning community to know the job descriptions and competences of the different operators and utilise multidisciplinary approaches when necessary.

7.2.1 Multidisciplinary student welfare cooperation in supporting learning and participation in teaching and flexible comprehensive education

The operating culture of learning communities and communal student welfare play a key role in supporting learning and participation in teaching at all levels of education. We provide support for participation in teaching primarily as communal student welfare, which is the responsibility of everyone in the learning community. In

practice, this means measures aimed at strengthening learners' commitment to pre-primary education, school or studies. We prevent absences and bullying and strengthen emotional and interaction skills in a group-based manner as well as general safety and peace at work. We plan and implement communal student welfare in a multidisciplinary manner, in which student welfare professionals play a key role.

In pre-primary and comprehensive education, we support learners through teaching arrangements and group-based forms of support that support their learning conditions and through learner-specific support-measures.

Our multidisciplinary cooperation in pre-primary education in organising support for learning and participation in teaching is described in the [Child Support Handbook](#). (Only in Finnish.)

In comprehensive education, we coordinate teaching arrangements that support the learning conditions of schools, group-specific forms of support and pupil-specific support measures in each school's pedagogical support group, which student welfare professionals participate in when necessary. When necessary, student welfare professionals engage in multidisciplinary cooperation to plan, implement and evaluate group-specific and pupil-specific support measures. This cooperation includes consultation and participation in support measure planning meetings, for example.

In general upper secondary education, students are entitled to support for learning, which means timely and adequate remedial teaching, guidance and support. The support can be group-based or individual and must meet the needs of the student. In addition to subject and special educational needs teachers, students can receive support for learning and guidance from student welfare professionals as needed. Student welfare professionals can engage in multidisciplinary cooperation to implement study units that support wellbeing and ability to study, for example. Student welfare professionals offer consultation to subject teachers on ways to support interaction, for example. When necessary, student welfare professionals participate in the assessment of special support needs and engage in multidisciplinary cooperation in the context of special needs education with the student's care and rehabilitation network, for example.

In VET, students are entitled to support for learning just like in general upper secondary education. They have access to the same forms of support and are subject to the same principles of multidisciplinary student welfare cooperation as in general upper secondary education. The difference between Helsinki Vocational College and City of Helsinki municipal general upper secondary schools is that we meet the needs of multidisciplinary special and wellbeing support with Stadin AO's Majakka service. The Majakka service is the strongest special support in Stadin AO and is intended as a temporary solution to strengthen a student's ability to study and operate independently, among other things. Student welfare professionals participate in the planning and implementation of the Majakka service's individual and group-based support measures together with special educational needs teachers, other teaching and guidance staff and relevant stakeholders.

Flexible comprehensive education

Pupils in flexible comprehensive education are entitled to the same student welfare services as other pupils. If a pupil in flexible comprehensive education receives support from services and/or networks outside the school, the school will assess the role of student welfare in the pupil's matters. When a pupil transitions to upper secondary education, the transfer of information is carried out in accordance with the agreed instructions.



7.2.2 Multidisciplinary student welfare cooperation in the context of hospital school

Learners in hospital school are entitled to the same student welfare services as learners in pre-primary and comprehensive education. If necessary, student welfare professionals can be involved in the matters of learners in hospital school and engage in cooperation in transfer negotiations concerning a learner transferring to hospital school or returning from hospital school to pre-primary education or school, for example. Communal student welfare is also carried out in hospital school. Individual student welfare is carried out in multidisciplinary cooperation with specialised health care and key actors, where necessary.

7.2.3 Multidisciplinary student welfare cooperation during transitions, in the context of upper secondary workshop activities and in the planning of further studies

We ensure the continuity of support during transitions, meaning when the learner moves on from pre-primary education to comprehensive education, from comprehensive education to upper secondary education and from upper secondary education to further studies. We also assess the need for continued support when the learner transfers from one learning community to another. By doing so, we prevent problems from becoming more serious, complicated, and prolonged and from interrupting studies. The learner always transitions from one level of education to another as a whole, and the transfer of information is planned in cooperation with the learner and their guardian.

In the case of learners receiving individual student welfare, the need to continue the support is assessed by a student welfare professional with the learner and/or their guardian. At the end of the school year, each student welfare professional goes over all the learners transitioning to another level of education who have been their clients in the past year. At the same time, the learners and/or their guardians are asked if they wish the learner's information to be transferred. It is important for professionals to think about how to motivate learners and/or their families to make the necessary transfer of information.

The learner's consent is always required for any transfer of information for student welfare purposes. In the case of a minor learner, the consent of their guardian is also required if the professional considers that the learner does not have sufficient capacity for independent decision-making. The consent is requested and recorded in the client information system by a student welfare professional.

The aim is to transfer only the information that is relevant to the learner's wellbeing and to ensuring that support continues in line with the learner's needs. The student welfare professional plans the content of the information to be transferred, who will receive it and how it will be transferred, together with the learner and their guardian.

Multidisciplinary cooperation between student welfare professionals and teachers and other support professionals is also essential during transitions. Any professional can contact a student welfare professional together with the learner when the learner is transitioning from one level of education to another or to another learning community. Multidisciplinary

student welfare cooperation is also carried out in the context of planning further studies, when necessary. The practices of multidisciplinary individual student welfare are described in section 6.2.

7.2.4 Multidisciplinary student welfare cooperation in the context of youth workshops

Youth workshops are aimed at young people between the ages of 18 and 29 living in Helsinki who are not studying or working. The workshops are work try-outs that provide young people with opportunities to learn new skills and practise the rules and everyday rhythm of working life. During the

workshop period, the young person is also provided with guidance tailored to their needs to plan their future and strengthen their resources.

When necessary, the work coaches of the workshops engage in multidisciplinary cooperation with student welfare professionals, for example when a learner transfers from preparatory education for an upper secondary qualification to a youth workshop. If a learner in preparatory education for an upper secondary qualification participates in a youth workshop as part of their studies, they are entitled to student welfare services at their unit.

7.3 Cooperation with parties supporting the wellbeing of learners, such as health and social services, the police and youth services

We make sure that learners are provided with seamless guidance across different services, and professionals ensure that no learners are left without support. Our cooperation partners include the police, child welfare services and mediation services. Together, we build approaches to prevent crime and a lack of safety, among other things. Our cooperation with cultural and leisure-time operators, such as youth work, provides significant support for the realisation of student welfare objectives. Cooperation with third sector operators is valuable and improves the effectiveness of local work in particular.

[The material package for the Education Division](#) contains information on when and how the staff of daycare centres, schools and educational institutions need to contact the police, child welfare services and mediation services. The material package provides information on the duty of professionals to report incidents where assistance outside daycare centres, schools and educational institutions may be needed.

Cooperation between student welfare operators and the Hospital District of Helsinki and Uusimaa (HUS) promotes the smooth functioning of service chains and

the consideration of learners' individual circumstances. In addition to HUS, student welfare professionals engage in cooperation with Helsinki's own mental health services.

In pre-primary education, we use the [Mitä kuuluu? workbook](#), which describes the principles of multidisciplinary consultation and provides instructions for referring children of pre-primary education age to services provided by external operators.

The cooperation partners of the work carried out with health and social services are described in [the low-threshold service model](#). The service model is intended to support the work of all professionals working with children between the ages of 7 and 17, young people and families. The service model helps professionals to identify concerns and organise support. The description of student welfare services for upper secondary students guides the learner to the right services.

In collaboration with stakeholders, the City of Helsinki has prepared the city-wide material package Cultural education

and disciplinary trips – background, consequences and prevention and activity cards related to honour-related violence, cultural education tips and how to broach the subject with parents and guardians. Cultural education and disciplinary trips are a phenomenon that affects some families with an immigrant background. Recognising and understanding this phenomenon helps to protect children's rights and support families in a constructive and sensitive way. The material provides a broad overview of the phenomenon: background, risk factors, characteristics and more.

In addition, we have collaboratively developed operating models and materials for [preventing female genital mutilation](#), [investigating suspected cases of violence against children, interacting with children, young people and families who have experienced violence and assessing initial support and support needs](#).

With the described operating models and materials, we ensure smooth cooperation between student welfare and other operators and facilitate the assessment of service needs and guidance.

Operating models and materials for cooperation

- [Police, child welfare and mediation services, when and how to contact?](#)
- [Mitä kuuluu? workbook](#)
- [Low-threshold service model](#)
- [Preventing female genital mutilation](#)
- [Investigating suspected cases of violence against children, interacting with children, young people and families who have experienced violence and assessing initial support and support needs](#)

8 Plans for protecting learners from violence, bullying and harassment and crisis plan

We do not tolerate bullying, violence, harassment, racism or discrimination. Safety, equality and non-discrimination are built together with the management, staff, learners, parents and guardians of learning communities. The prevention of violence, bullying and harassment is centred around the learner and their perception of belonging to a group and community. The whole learning community is responsible for promoting an anti-racist culture.

Our staff must be able to identify discriminatory aspects in encounters between learners and intervene in them consistently. Our staff encourage learners to make choices without stereotypical roles and preconceptions tied to gender, ethnic background, language or other personal characteristics. Our staff should also critically assess their own attitudes, assumptions and beliefs about gender, ethnic background and other personal characteristics.

Cooperation with learners' families is essential in the promotion of equality and non-discrimination. It is also important for parents and guardians to understand the importance of good manners and practices that take account of others in the creation of a safe atmosphere for all.

It is the duty of all staff to promote and build a good and safe learning and working environment. Our learning communities have prepared rules of conduct that everyone is expected to follow to ensure that they are pleasant for everyone. Our safety and security plans are unit-specific. Safety and security issues are reviewed under the guidance of the daycare centre manager, principal or education manager and practised annually with learners and staff.

In pre-primary and comprehensive education, the teaching of emotional and interaction skills is essential for the prevention of bullying, violence and harassment. In upper

secondary education, we promote safety with the rules for a safe community drafted at each unit. In the rules for a safe community operating model, the whole community commits to responsible interaction.

In comprehensive and upper secondary education, all learners have a responsibility to behave without engaging in bullying and discrimination. Learners must conduct themselves in a way that does not endanger the safety and health of other learners and the learning community. In pre-primary education, we instruct learners both as individuals and as groups to take responsibility for their own behaviour and for not harassing, discriminating or causing danger in their group.

The Education Division employs a common approach to preventing and intervening in bullying, harassment and violence. The approach provides clear instructions on how to prevent, intervene in, investigate, take measures against and monitor bullying, harassment and violence in schools and educational institutions.

[The Education Division's common approach to preventing and intervening in bullying, harassment and violence \(in Finnish\).](#)

The City of Helsinki's pre-primary education, comprehensive schools and upper secondary education follow a joint anti-bullying programme (ABP13), which includes 13 measures.

- [ABP13 anti-bullying measures in pre-primary education](#)
- [ABP13 anti-bullying measures in basic education](#)
- [ABP13 anti-bullying measures in general upper secondary schools](#)
- [ABP13 anti-bullying measures in Helsinki Vocational College](#)

Anti-bullying measures in upper secondary education are also described in the plans for supporting student wellbeing.

- [Helsinki Vocational College's plans for supporting student wellbeing](#)
- [City of Helsinki municipal general upper secondary schools' plans for supporting student wellbeing](#)

Crisis plans

In pre-primary education, each unit prepares its own crisis plan.

- [Comprehensive education crisis management model](#)
- [Crisis plan of City of Helsinki municipal general upper secondary schools](#)
- [Crisis plan of Helsinki Vocational College](#)



Appendices

Appendix 1. Binding legislation and regulations concerning student welfare

- Student Welfare Act
- Basic Education Act
- Act on General Upper Secondary Education
- Act on Vocational Education and Training and SORA legislation
- Act on Preparatory Education for an Upper Secondary Qualification
- Health Care Act
- Social Welfare Act
- Act on the Openness of Government Activities
- Act on the Status and Rights of Patients
- Act on the Status and Rights of Social Welfare Clients
- Government Decree on Maternity and Child Health Clinic Services, School and Student Health Services and Preventive Oral Health Services for Children and Youth 338/2011
- EU General Data Protection Regulation
- Data Protection Act.
- Act on the Processing of Client Data in Healthcare and Social Welfare
- Act on the Supervision of Healthcare and Social Welfare Services

Appendix 2. Sources for section 4.1

Urban Research and Statistics Unit (2025). Urban research and statistics on Helsinki. Lasten ja nuorten määrä (“Number of children and young people”). Helsinki: City Executive Office. Referenced: 30 June 2025. Available (in Finnish) at kaupunkitieto.hel.fi/fi/lapset-ja-nuoret/lasten-ja-nuorten-maara.

Määttä, S. (2025). Lapset, nuoret ja lapsiperheet Helsingissä tilastojen ja tutkimuksen valossa. Koonti tilastoista ja tutkimuksista Helsingistä. (“Children, young people and families with children in Helsinki in the light of statistics and research. A compilation of statistics and surveys on Helsinki”). Helsinki: City Executive Office, Urban Research and Statistics Unit. Not publicly available. Referenced: 30 June 2025.

Määttä, S. (2025). Helsinkiläisnuorten koettu hyvinvointi, terveys ja turvallisuus – sukupuoli ja perheen koettu taloudellinen tilanne tärkeimpiä selittäviä tekijöitä (“Perceived wellbeing, health and safety of young people in Helsinki – gender and perceived family economic situation as main explanatory factors”). Helsinki: City Executive Office. Available (in Finnish) at <https://kaupunkitieto.hel.fi/fi/helsinkilaisnuorten-koettu-hyvinvointi-terveys-ja-turvallisuus-sukupuoli-ja-perheen-koettu>. Referenced: 1 August 2025.

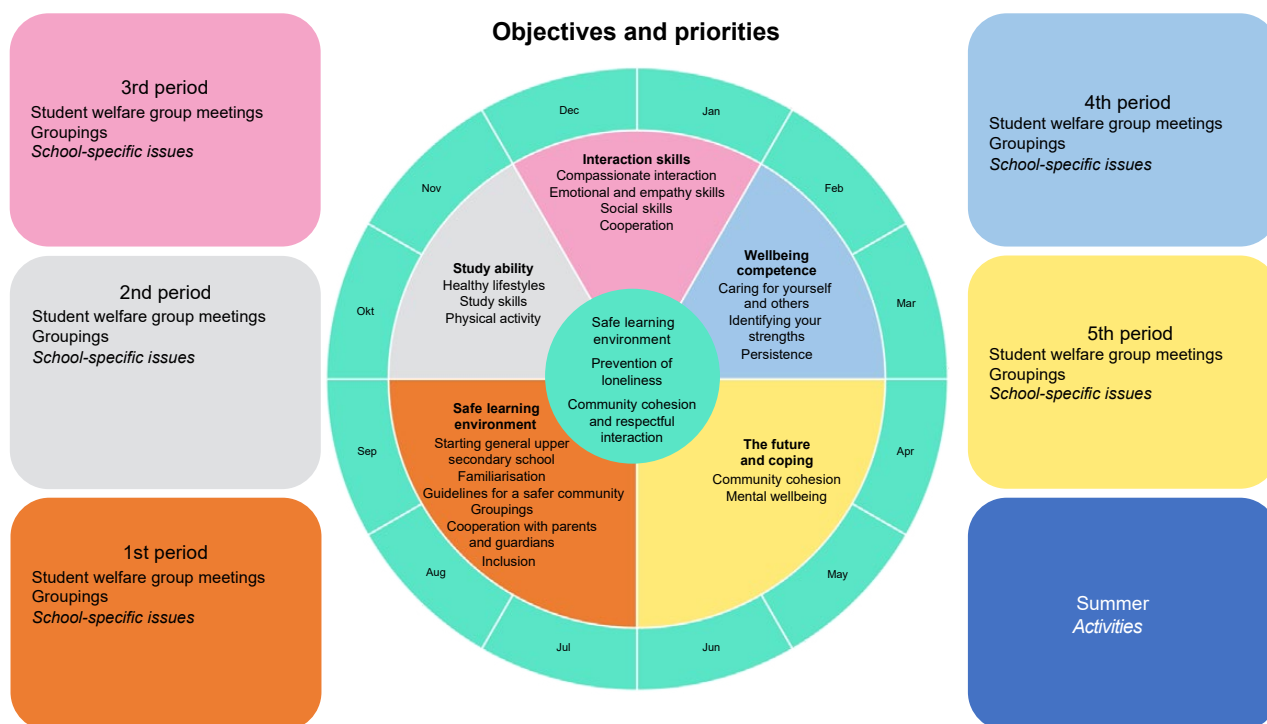
Määttä, S. & Sulander, T. (2025). PUHTI report – Management of health and well-being promotion through information outside the service system. Statistics 2025: 1. Helsinki: City Executive Office. Available at https://www.hel.fi/static/kanslia/Kaupunkitieto/25_02_13_Statistics_1.pdf. Referenced: 6 September 2025.

Renvik, T. A., Saukkonen, P., Sulander, T., Taskinen, H. & Vilkkama, K. (ed.) (2025). Lasten, nuorten ja lapsiperheiden hyvinvoinnin eriytyminen Helsingissä (“Residential segregation and the related wellbeing disparities among children, young people and families in Helsinki”). Studies 2025: 1. Helsinki: City Executive Office. Available (in Finnish) at hel.fi/static/kanslia/Kaupunkitieto/25_05_21_Tutkimuksia_1.pdf. Referenced: 17 September 2025.

Finnish Institute for Health and Welfare, Finlapset (2025). Ylipainoraportti (“Obesity report”). Available (in Finnish) at https://www.thl.fi/finlapset_ylipainoraportti/areas/pipa_infograafi_helsinki.html?filename=areas%2Fpipa_infograafi_helsinki.html. Referenced: 1 August 2025.

Appendix 3. Annual student welfare calendar templates for general upper secondary education and Helsinki Vocational College

Annual student welfare calendar template for general upper secondary education schools



Annual student welfare calendar template for Stadin AO



The logo consists of the word "Helsinki" in a white, sans-serif font, enclosed within a white speech bubble shape that points downwards.

Helsinki

City of Helsinki
Education Division

Työpajankatu 8
00580 Helsinki
P.O. Box 58300
00099 City of Helsinki
Switchboard +35893108600

hel.fi/kasvatusjakoulutus