

Tornio

Ylitornio

Promoting a Safe School Culture and Well-Being in Basic Education

Addressing and Preventing Bullying, Harassment and Violence

Guide for Parents and Guardians



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STOP! Yhdessä kiusaamista ja väkivaltaa vastaan- hanke

The purpose of this guide is to bring together the actions used in Tornio and Ylitornio basic education to prevent bullying and violence, and to explain the new model for responding to bullying. The guide describes how basic education in Tornio and Ylitornio promotes student safety and well-being.

A safe school is built through cooperation between the child, home, and school. In everyday family life, parents and guardians may notice situations that raise concerns about a child's well-being. In these moments, cooperation between home and school becomes especially important. It is best to contact the school as early as possible when concerns arise.

This guide explains the key practices that schools use to support a safe and encouraging school environment. The school offers help to families without unnecessary barriers and guides them to further support when needed.

This guide has been produced as part of the project **"STOP! Together Against Bullying and Violence."**

Table of Contents

HOME'S ROLE

The Home Plays the Most Important Role	6
Home and School Working Together	6
Be Present, Be Supportive – Preventing Bullying in Everyday Life – Reflection questions for shared everyday moments	7

A SAFE AND WELL-BEING-FOCUSED SCHOOL CULTURE IN BASIC EDUCATION

Principles of a Safe School Culture	10
School rules	11
Equality and Non-Discrimination	11
Educational Measures, Disciplinary Actions and Safety Measures	12
Harassment, Bullying and Violence	12

PROMOTING WELL-BEING IN BASIC EDUCATION

Student Welfare Services	16
Support for Learning and School Attendance	16
Multidisciplinary Learning Module	16
Curriculum for Good Growth	16
The S.T.O.P. Anti-Bullying Action Model	16
VERSO (peer mediation)	17
Peer Support Program	17
Student Council Activities	17
Well-Being Team	17
Metka hobby Programme and Finnish Schools on the Move	18
Other Collaborating Organisations	18
Mediation Service	18

BULLYING INTERVENTION MODEL IN BASIC EDUCATION

Model for Responding to Bullying and Violence and the School's Role ..	23
Model for Addressing Bullying and Violence in Basic Education	24
Law and the School's Duty to Inform	25

“A child’s well-being grows strongest where adults work together.”

“Cooperation is not an extra task — it is the heart of education.”

***“When home and school walk side by side,
a child feels safe to move forward.”***

“Well-being doesn’t happen by accident — it grows through cooperation.”

1



Home's role

THE HOME PLAYS THE MOST IMPORTANT ROLE

Guardians are the most important support in a child's school journey. They often notice the first signs of changes in a child's well-being. Guardians can support the school's work by talking about everyday life, keeping routines, monitoring digital behaviour, and encouraging the child to share their worries both at home and at school. **Guardians should contact the school right away if they are concerned about a child's well-being.**

The home supports the child especially when there are challenges at school related to friendships, learning, or feeling comfortable at school. Working together with the school helps to find solutions. **Guardians and the school follow the agreed actions together.** Guardians are a key part of the school community. Cooperation between home and school helps ensure that the student's well-being, learning and everyday challenges are noticed early.

HOME AND SCHOOL WORKING TOGETHER

The school communicates regularly with parents through Wilma, and parents are encouraged to take part in school life. Parents should also have opportunities to be involved in school activities and in developing the school. When parents get to know the teacher, other parents and the students, the class becomes a community that helps prevent exclusion and bullying. When parents are visible in school life, it sends a message to children that home and school work together, which strengthens anti-bullying efforts. When parents meet each other at school events and help create shared rules, it also makes it easier to solve possible bullying situations.

To strengthen cooperation, it is important for parents to talk with their children at home about relationships at school: Does everyone have a friend? Is someone being bullied? Does their own child bully others? Or does the child think it is important to include everyone in group activities? Parents can encourage kindness, inclusion, and forming friendships — also with children who may be lonely. Parent associations and parent activities can be guided by the school to focus even more on promoting well-being and a strong sense of community.

BE PRESENT, BE SUPPORTIVE – PREVENTING BULLYING IN EVERYDAY LIFE – REFLECTION QUESTIONS FOR SHARED EVERYDAY MOMENTS

 **Question of the Day** – Builds emotional skills and empathy

Ask your child daily about their thoughts and experiences in social situations. For example:

Who was kind to someone today?

Did you notice anyone being left alone?

How did you feel at school today?

 **“What would you do if...?”** – Strengthens a child's readiness to act in bullying situations

Once a week, come up with an everyday situation, for example:

“What would you do if you noticed someone being laughed at in a mean way?”

Discuss the answers calmly, without right or wrong answers.

 **A shared act of kindness** – Makes kindness visible and concrete

Agree together on one small kind action for the day, for example greeting a new person, noticing the person sitting next to you or speaking up for someone else.

At the end of the day, ask: “How did it go?”

 **Emotion barometer** – Helps the child recognise and name emotions

Ask the child to describe the day's feelings with a colour, a word, or a gesture.

Be a present and compassionate adult, and listen to the child's reasons for their feelings.

 **Putting yourself in someone else's role** – Develops empathy and responsibility

Play or talk together:

How does someone who is being bullied feel?

How does it feel if no one steps in?

How does it feel to be the one who helps?

 **Permission to tell** – Lowers the threshold to talk about things safely

Encourage your child and say often:

“You can always tell me if you or someone else is being bullied. You will not be blamed.”

 **Spotting good deeds** – Strengthens a positive group culture

Together, notice one kind or well-intended act each day (by your child or others).

Praise the action, not just the person.

 **Take care of digital life too** – Prevents bullying online

Ask weekly:

Who do you follow or talk to online?

Has there been anything unpleasant online?

Talk together about what to do if bullying happens online.

 **Make your own example visible** – Children learn most from role models

Tell your child out loud:

How you step in when behaviour is inappropriate

How you treat others with respect

Remember to thank your child for their courage in sharing their thoughts, feelings, and experiences.

“A school thrives when everyone feels they belong.”

“Small actions create a sense of safety.”

“Safety builds trust and trust supports learning.”

“Every respectful interaction strengthens our school culture. Choose to act constructively.”



2

A Safe and Well-Being-Focused School Culture in Basic Education

PRINCIPLES OF A SAFE SCHOOL CULTURE

This section presents the key laws and principles that support a safe school culture. School activities are guided by **the Basic Education Act, the Student Welfare Act, the school's own rules and regulations, and the city's own guidelines**. Basic education must have certain legally required plans that ensure teaching is provided according to the law and that students' well-being and safety are protected.

Key Laws

- Basic Education Act 628/1998
- Student Welfare Act 1278/2013
- Child Welfare Act 417/2007
- Data Protection Act 1050/2018

Programs that Guide Teaching

- National Core Curriculum for Basic Education (Finnish National Agency for Education)
- Municipal Curriculum
- School Year Plan

Safety-Related Plans

- Rescue Plan
- Crisis Plan
- School Rules

Well-Being Plans

- Student Welfare Plan
- Learning Support Plans
- Equality and Non-Discrimination Plans
- Bullying Prevention Plan

Other Important Guidelines and Recommendations

- Government Decrees on Education and Safety
- Recommendations from the Finnish Institute for Health and Welfare (THL) and the Finnish National Agency for Education

The school must be a safe place for everyone who studies or works there — this is required by the Basic Education Act. A safe school culture is built from several areas of safety: physical, psychological, social, pedagogical and digital safety.

- **Physical safety** means that the school building, emergency exit routes and safety plans are in good condition and that the learning environment is healthy.
- **Psychological safety** means that the student feels valued, their mental well-being is supported and the school is prepared for crisis situations.
- **Social safety** includes preventing bullying, strengthening a sense of community and promoting equality.
- **Pedagogical safety** means clear learning goals, fair assessment and enough support for learning.
- **Digital safety** includes data protection, responsible online behaviour and protecting students when they are using the internet.

Schools are responsible for student safety and must be prepared for different types of crises. This includes evacuation drills, risk assessments and instructions for possible threat situations. In a crisis, parents and guardians are informed quickly and reliably according to the school's guidelines.

The following laws guide these practices:

- Rescue Act (379/2011) and Government Decree on Rescue Services (407/2011): Schools must have a rescue plan that includes evacuation drills and risk assessments.
- Student Welfare Act (1287/2013): Requires schools to provide student welfare services, including crisis management and communication with parents and guardians.

SCHOOL RULES

Section 29 of the Basic Education Act requires the education provider to approve school rules for each comprehensive school. The school rules include **the necessary guidelines that support safety and well-being at school**, such as practical routines and appropriate behaviour. The rules may also include more detailed instructions about prohibited items or substances and how they may or may not be used or stored. In addition the rules can cover the handling of school property, keeping school facilities tidy and how students may move around and spend time in the school buildings and on school grounds. **Each school has its own school-specific rules**, and they are shared with parents, guardians and students every school year.

EQUALITY AND NON-DISCRIMINATION

Equality means that **all people have the same value**, no matter their age, ethnic or national background, citizenship, language, religion or beliefs, opinions, disability, health, sexual orientation, gender, gender identity, gender expression or any other personal characteristic.

The Non-Discrimination Act and the Act on Equality Between Women and Men require schools to create both an equality plan and a non-discrimination plan. All students have the right to a safe and equal environment for growing and learning.

EDUCATIONAL MEASURES, DISCIPLINARY ACTIONS AND SAFETY MEASURES

A student must complete their tasks responsibly and behave appropriately. They must treat others without bullying or discrimination and act in a way that does not endanger the safety or health of other students, the school community or the learning environment. Educational and disciplinary measures, as well as safety measures, are used to address unwanted behaviour and to ensure that students have a safe learning environment. When considering disciplinary actions, the nature of the behaviour, as well as the student's age and level of development, must be taken into account.

Educational Measures, Disciplinary Actions and Safety Measures are written in the Basic Education Act.

Examples:

- Educational Measures:
 - **Educational discussion**
 - **Cleaning duty**
- Safety Measures:
 - **Ordering a student to leave the classroom or school premises**
 - **Denying the right to study**
 - **Safety interventions**
 - **Confiscation of prohibited items or substances**
 - **Searching a student's belongings**
- Disciplinary Measures:
 - **Detention**
 - **Written warning**
 - **Fixed-term suspension**

HARASSMENT, BULLYING AND VIOLENCE

Every school must have a plan for preventing and responding to harassment, bullying, and violence. Schools must also have a plan for using disciplinary actions and educational discussions, as well as clear procedures for how they are carried out. The school is required to address all situations immediately.

The goal of anti-bullying work is to create a school culture that supports positive peer relationships and prevents problems in how students interact with each other. The school does not accept any behaviour that hurts or disrespects another person.

Bullying itself is not always a crime **but it can include actions that are criminal**. Bullying may involve for example defamation, sharing private information, making illegal threats, identity theft, property damage or assault. **Criminal responsibility begins at the age of 15. This means that a person aged 15 or older can be held legally responsible for their actions. However, even children under 15 must compensate for any damage they cause, because the law does not set a minimum age for liability for damages.**

A young person's age is always taken into account when assessing their responsibility and the possible consequences of their actions. If a child under the age of 15 commits an act that is considered a crime, the police will make a child welfare notification and inform the parents or guardians.

It is also important to remember that everyone involved in bullying can be responsible for a crime. This means that not only the person who bullies, but also anyone who supports, helps or encourages the bullying, may be acting unlawfully.

Bullying is a complex issue, and sometimes it can be difficult to tell it apart from other unwanted behaviour. **It is important to remember that a conflict is a single situation where students disagree or hurt each other's feelings. Bullying, on the other hand, means that the same student is repeatedly put into situations where they are hurt or made to feel bad.** To respond correctly, it is important to learn the difference between an ordinary conflict and bullying.

Bullying can appear in many ways in a child's or young person's daily life. It can be physical, verbal, social or digital. Bullying may be open and visible, such as calling someone names, or indirect, such as leaving someone outside a group on purpose.

Harassment means behaviour that harms a person's dignity. It may relate to a person's ethnic background, sexual orientation, disability or another personal characteristic. Harassment creates an atmosphere that feels degrading, humiliating, threatening or hostile. This kind of atmosphere can be caused by words, gestures, actions or attitudes that target an individual student or whole groups of students.

Physical bullying can also be violence. Violence means the deliberate use of physical force or power, or threatening to use it against another person, group or community.

Indirect Bullying	Verbal Bullying	Physical Bullying and Violence	Harassment	Cyberbullying
<ul style="list-style-type: none"> • exclusion from the group • ignoring someone • talking behind someone's back • making faces • remaining silent or sighing to show disapproval • watching bullying without intervening • taking or hiding someone's belongings • controlling behaviour • showing contempt • pressuring or forcing someone to do something 	<ul style="list-style-type: none"> • name-calling • gossiping • mocking • laughing at someone • whispering about someone • encouraging others to bully • lurking or following someone to intimidate them • imitating someone to make fun of them • provoking or annoying on purpose • threatening • sexualised language • racism • hate speech 	<ul style="list-style-type: none"> • pushing • pulling or grabbing clothing • hitting or slapping • kicking • spitting at someone • stealing • threatening with dangerous objects • surrounding someone or threatening with a group • locking someone in or blocking their way • sexualised touching • forcing someone to do something humiliating or harmful • forcing someone into a sexual act • honour-based violence 	<ul style="list-style-type: none"> • spreading rumours • slandering or smearing someone's reputation • rude or unkind comments • embarrassing or humiliating someone • blackmailing or extorting • harassment • starting arguments or conflicts on purpose • sharing private information 	<ul style="list-style-type: none"> • creating a fake profile • tricking someone into sharing private information • excluding someone from an online group • sharing photos or videos without permission

Table 1. Identifying bullying. Source: City of Helsinki (2024), Anti-Bullying Action Model, p. 7.

***“Well-being is not an
add-on — it is the starting
point.”***



3

**Promoting Well-Being in
Basic Education**

Schools use a wide range of practices to prevent problems, strengthen positive behaviour and promote students' safety and well-being at the level of the individual student, the class group, and the whole school community

STUDENT WELFARE SERVICES

Student welfare services support students' well-being both preventively and individually. The school psychologist, school social worker, and school nurse provide help with learning, mental health and general well-being. The student welfare team meets when needed to address any concerns that arise.

SUPPORT FOR LEARNING AND SCHOOL ATTENDANCE

Support for learning and school attendance includes the pedagogical practices that a student receives when a need for support arises within their regular class. It is based on flexible teaching arrangements, differentiation and, when needed, individual support measures such as special education, classroom assistant services or learning aids. The goal is to ensure that every student receives timely and appropriate support to participate in teaching and progress in their studies.

MULTIDISCIPLINARY LEARNING MODULE

A Multidisciplinary Learning Module is a unit in basic education where content from different subjects is combined around a shared theme or phenomenon. Learning takes place through phenomenon-based work, collaboration and hands-on activities that connect to everyday life and the world around the students.

CURRICULUM FOR GOOD GROWTH

Curriculum for Good Growth is a well-being education programme for grades 1–9 in basic education. Its purpose is to provide schools with a clear structure and practical methods for strengthening students' well-being. The goals are to increase students' well-being, prevent absences and social exclusion and support a positive, community-focused school culture.

THE S.T.O.P. ANTI-BULLYING ACTION MODEL

Alongside the Curriculum for Good Growth, a bullying prevention model has been developed. Its goal is long-term change that strengthens the whole community. Bullying is addressed through broad, well-being-based preventive actions as well as solution-focused ways of intervening. The aim is that at every level of the community—students, teachers, and all school staff—people learn to act in everyday situations in a constructive, empathetic, and cooperative way with others, as part of a close, safe and a healthy community.

VERSO (PEER MEDIATION)

VERSO or peer mediation, is a mediation activity carried out in schools. The mediators are students who have received training for the role. Trained adults always guide and support the work. Peer mediation supports children's learning, rights and participation. The aim is to strengthen the well-being of the school community, prevent conflicts from escalating and support students' participation and interaction skills. Get to know how VERSO mediation works in your child's school and the practices used there.

PEER SUPPORT PROGRAM

Peer support program strengthens well-being in schools by providing peer support, promoting a positive atmosphere, and helping new students feel part of the group. The aim is to prevent loneliness and bullying, increase students' participation and sense of community, and encourage a school day that is safe, supportive, and considerate of others.

STUDENT COUNCIL ACTIVITIES

Student council activities give all students a way to influence everyday school life and share their views. The activities teach students cooperation, responsibility and democratic ways of working. The aims are to strengthen participation, build a sense of community and increase students' opportunities to make a difference. Student council work also helps students develop negotiation, communication and decision-making skills. The student council supports the well-being of the school community and gives students real opportunities to influence matters that concern them.

WELL-BEING TEAM

School well-being teams promote students' well-being, safety and participation throughout the whole school community. They plan and carry out preventive, community-based well-being activities, such as practices that strengthen the school atmosphere, prevent bullying and support the smooth running of the school day. The teams' work is based on the goals of basic education to support students' learning, growth and well-being.

THE FINNISH MODEL FOR LEISURE ACTIVITIES

The Finnish Model for Leisure Activities offers free hobby sessions for students in grades 1–9, organised in connection with the school day. The activities are open to all and are provided in all comprehensive schools in Tornio and Ylitornio. The hobbies are planned based on students' wishes. The activities are led by teachers, professionals, and local clubs and associations.

In Tornio, the Schools on the Move programme is also in place. It increases students' physical activity and movement during the school day. The programme includes, for example, student-led recess activities, playground games, sports equipment lending, and low-threshold physical activity challenges.

OTHER COLLABORATING ORGANISATIONS

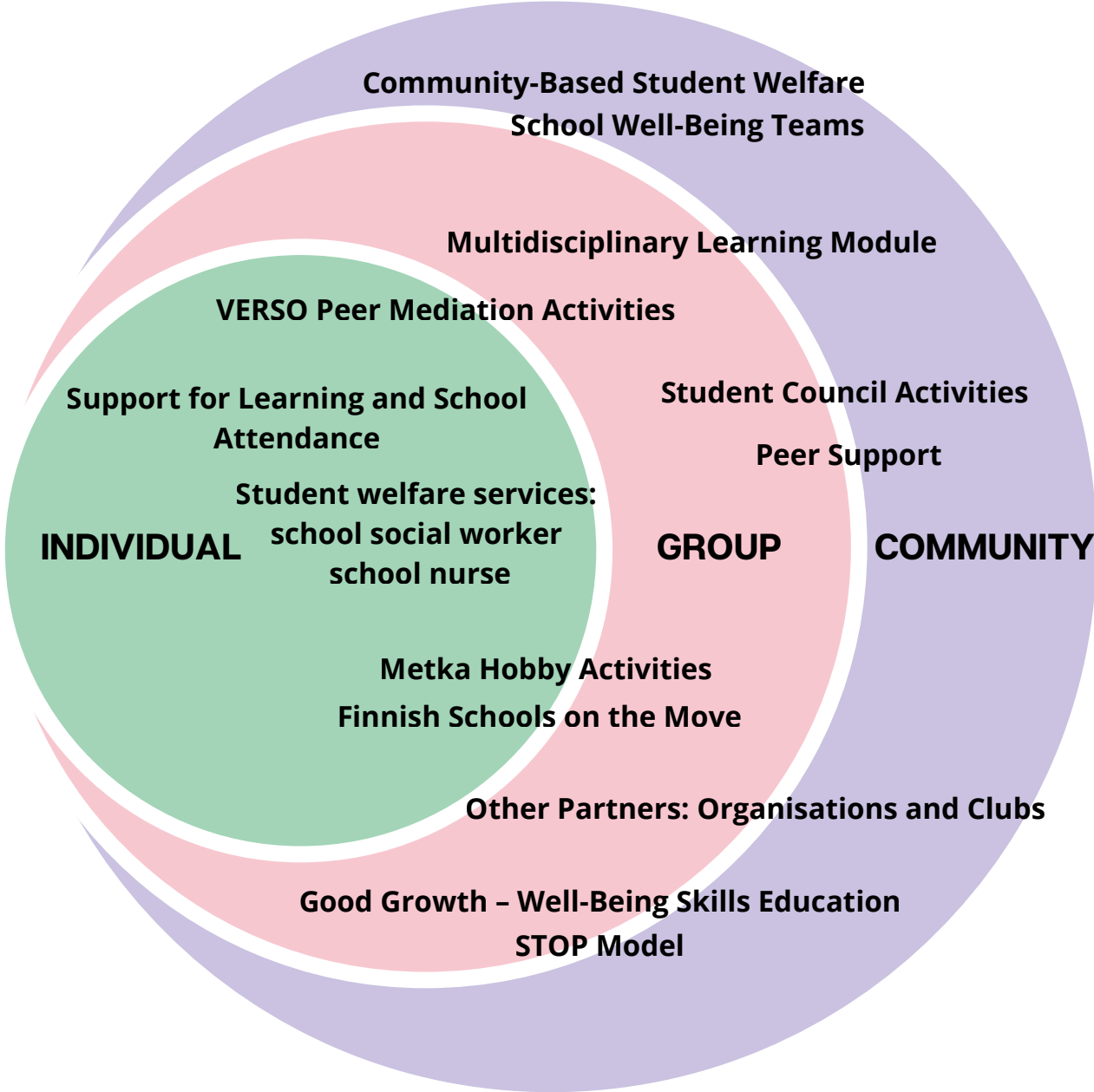
Other partners such as organisations and clubs, support the school by offering students additional activities, expertise and services that promote well-being and complement the school's own work.

MEDIATION SERVICE

Tornio and Ylitornio are part of the Lapland Mediation Office area. Bullying, violence, and property crimes can be handled through mediation in order to avoid a legal process. Mediation is also possible in cases where the offender is under 15 years old. Mediation is voluntary and always requires the consent of both parties. This consent can be withdrawn at any stage of the mediation process. A request for mediation can be made by the suspected offender, the victim, the guardian of a minor, the police or the prosecutor.

Criminal mediation is free of charge. It allows the parties involved to meet confidentially with the help of a neutral mediator. If one of the parties is a minor, their guardian has the right to participate in the mediation.

PREVENTIVE ACTIONS AGAINST BULLYING: INDIVIDUAL, GROUP, AND COMMUNITY LEVELS



STOP! Together Against Bullying and Violence – Project 2025–2026.

“A safe everyday life creates space for brave learning.”

***“A good school culture does not happen by accident,
but is built on shared agreements.”***



4

Bullying Intervention Model in Basic Education

What would our school sound like, look like and feel like if bullying had been almost completely prevented?

Here is what students from basic education in Tornio and Ylitornio answered:

safe *it would look like the best school in the world*
learning is easier *the students feel good*
apologies *it would feel fearless*
people greet one another *the adults would be happier*
differences are welcomed *the school would look normal*
people would compliment each other *protection and comfort*
no one has to feel afraid at school
safe and comfortable
to dare to be honest
nice *everyone is everyone's friend*
you can dress how you want
others' property is respected
like teamwork
like come to school
happy *it would feel perfect
clean *no one has to be afraid to come to school*
you don't feel anxiety *you dare to be honest*
it's easier to make friends
people play together
lessons are calm *no one would be bullied during recess*
nobody uses mean or ugly words
rules are followed *would sound like a whisper*
friendly touch *everyone would have friends*
larger groups of friends *no one is judged for their mistakes*
free
it feels wonderful to be yourself *the best thoughts in the world*
everyone listens and is kind*

MODEL FOR RESPONDING TO BULLYING AND VIOLENCE AND THE SCHOOL'S ROLE

Preventing bullying is a shared responsibility for the whole school. All inappropriate behaviour at school must be addressed immediately in a way that matches the situation. The school investigates every case that comes to its attention as quickly as possible, and parents and guardians are kept informed throughout the process.

A teacher or the principal must inform the parents or guardians of both the student who has bullied and the student who has been targeted about any harassment, bullying, or violence that occurs at school or on the way to or from school. **It is important to remember that the journey to and from school is not considered part of official school activities, which means the school does not have the authority to give disciplinary actions for incidents that happen there, and the school rules are not in effect during that time. However, the school must still inform parents or guardians about what has happened and offer support from the school social worker or psychologist if needed. The same applies to cyberbullying.**

The school is responsible for responding to bullying and monitoring the situation **together with parents or guardians.** The school's role includes identifying bullying, investigating what has happened, ensuring the safety of the student who has been targeted and supporting positive change.

If the school becomes aware of bullying of a minor that may meet the criteria for a criminal offence, the school should first discuss the matter with the parent or guardian and contact the police if necessary. The school may also ask the police for advice on whether a criminal report should be made. **In serious cases of violence, the police must be contacted immediately.**

Guardians also have the right and responsibility to take further action to protect their child. If the bullying meets the criteria of a criminal offence or continues seriously despite the school's actions, a guardian may file a police report or make a child welfare notification. A report can be made about their own child or, if there is concern, about other children involved in the bullying situation. The purpose of these reports is to protect the child's wellbeing and to ensure that the necessary support is provided. **Addressing bullying is most effective when the school and guardians work together in the best interests of the child.**

The next page presents the bullying and violence response model used in basic education in Tornio and Ylitornio. The model describes step by step how bullying situations are handled at school and how responsibilities are shared. **All procedures are based on legislation, the national curriculum and the municipalities' own guidelines**



Model for Addressing Bullying and Violence in Basic Education

Single Conflict Situation / Inappropriate Behaviour

Noticing the Situation / Receiving Information

1. The person who noticed the situation or received the information submits a VERSO mediation request.

When the situation is not suitable for VERSO mediation

1. The person who noticed the situation passes the information on to the class teacher or homeroom teacher.

VERSO mediation

1. VERSO meeting between the parties.
2. The meeting is documented on the VERSO form.

Clarification Discussion

1. The class teachers or homeroom teachers investigate the situation together with another adult.
2. All parties are heard separately.

Follow-Up Actions

Follow-up for 1 week.
A follow-up meeting.

According to the school's own VERSO procedures, guardians are informed.

1. Bullying Is Repeated or Otherwise Meets the Criteria for Bullying

Noticing the Situation / Receiving Information

1. The person who noticed the situation passes the information on to the class teacher or homeroom teacher.

Clarification Discussion

1. The class teachers or homeroom teachers investigate the situation together with another adult **or** with the anti-bullying team.
2. All parties are heard separately.
3. Guardians are informed, and the situation is documented on the STOP form (Wilma).

Follow-Up Actions

Information is shared with the guardians.
Information is shared with the teaching staff.
Follow-up for 1–2 weeks.
Disciplinary Measures
Follow-up meeting.
Support measures.

2. The Bullying or Inappropriate Behaviour Continues

Noticing the Situation / Receiving Information

1. Information is shared with the class teachers or homeroom teachers.
2. The class teachers or homeroom teachers inform the principal or the anti-bullying team.
3. The class teacher, homeroom teacher, or principal may consult the mediation service.

Joint Meeting

1. **Separate meetings are arranged with the guardians** by the class teacher or homeroom teacher — with the principal or the anti-bullying team present. The school counsellor and the mediation service **may also be involved if needed**.
2. The situation is documented on the STOP form (Wilma).

Follow-Up Actions

Information is shared with the teaching staff.
Follow-up for 1–2 weeks.

Disciplinary Measures
Follow-up meeting.
Support measures.

3. Long-Term Bullying or Violent Behaviour

Noticing the Situation / Receiving Information

1. Information is shared with the class teachers or homeroom teachers.
2. The class teachers or homeroom teachers immediately inform the principal, assistant principal, or vice principal.
3. **The principal, assistant principal, or vice principal is responsible for informing** the guardians about the meeting of the expert group, which will be held together with the guardians.

Expert Group

1. The principal, assistant principal, or vice principal brings together the **expert group**: the class teachers/homeroom teachers, the anti-bullying team, the school social worker **and when necessary** the school psychologist, child welfare services, the police and/or mediation services or other relevant partners.
2. The expert group meets with the guardians either together **or** separately.
3. The situation is documented on the STOP form (Wilma).

Follow-Up Actions

Disciplinary actions: the school's actions, actions by the police and/or the mediation service.
Support measures.
Mediation continues with the mediation service.

The school continues regular follow-up.
A child welfare notification is made when necessary.
A police report is filed when necessary.

Violent Incidents

Violence includes **all physical and psychological situations that pose an immediate threat to a person's life or health**.

Noticing the Situation / Receiving Information

1. Information is given **immediately to the principal**.
2. The school proceeds **directly with the actions required by law**: direct contact with the guardians, a child welfare notification, a police report, denying the right to study, temporary suspension.

Follow-Up Actions

The case is immediately transferred to the appropriate authorities.

The school provides support for the students.

Law and the School's Duty to Inform

Child Welfare Act, Section 2 (Responsibility for the Child's Well-Being)

- Parents and guardians have the primary responsibility for the child's well-being.
- A guardian must ensure the child's balanced growth and well-being.
- Authorities working with children and families must support guardians in their parenting role and provide the family with the necessary help as early as possible.

Student Welfare Act, Section 16 (Contacting Student Welfare Services)

- If a member of the school staff believes that a student needs student welfare services, they must contact a student welfare professional without delay together with the student.
- If it is not possible to make the contact together, both the student and the guardian must be informed about the contact and the reasons for it, unless otherwise required by law.

SINGLE CONFLICT / INAPPROPRIATE BEHAVIOUR

Basic Education Act, Section 29

- The teacher or the principal has a duty to inform the parents or legal guardians if harassment, bullying, discrimination, or violence has occurred at school or on the way to or from school.
- The notification must be made to the guardians of both the suspected student and the student who has been targeted.

BULLYING IS REPEATED OR OTHERWISE MEETS THE CRITERIA FOR BULLYING

Basic Education Act, Section 35 a (Educational Discussion)

- A student may be assigned to an educational discussion if they disrupt teaching, break school rules, act dishonestly, treat other students or staff disrespectfully or violate another person's dignity.
- The discussion must be documented and the guardian must be informed.
- The guardian must be given the opportunity to participate in the discussion if considered necessary.

Basic Education Act, Section 36 a

- Before a written warning or fixed-term suspension is given, the student's guardian must be given the opportunity to be heard.
- The guardian must be informed of any other disciplinary actions (Section 36).
- If the action involves removing a student from teaching (Section 36 c), the information may also need to be forwarded to the social welfare authorities.

BULLYING OR INAPPROPRIATE BEHAVIOUR CONTINUES

Act on Mediation in Criminal and Certain Civil Cases, Sections 1 and 2

- The aim is to address the emotional and material harm caused by an offence and to agree on how this harm will be repaired. Mediation can also be used in minor civil disputes.
- Mediation requires the personal and voluntary consent of both parties.
- When the person involved is a minor, both the minor and their guardian must give consent.

PROLONGED BULLYING OR VIOLENT BEHAVIOUR

Child Welfare Act, Section 25 (Duty to Report to the Wellbeing Services County)

- Professionals (such as teachers and healthcare workers) have a duty to make a report—despite confidentiality rules—if a child's need for care and protection, harmful conditions affecting the child's development or the child's own behaviour gives reason to assess the need for child welfare services.

Child Welfare Act, Section 25 (Duty to Report to the Police)

- Professionals are required to inform the police if there is reason to suspect that a child has been subjected to a sexual offence (Criminal Code, Chapter 20) or an offence against life or health (Criminal Code, Chapter 21) where the maximum penalty is at least two years of imprisonment.

CONTACT INFORMATION/LINKS

<https://www.tornio.fi/kasvatus-ja-opetus/opetuspalvelut/perusopetus/>

<https://ylitornio.fi/kasvatus-ja-opetus/perusopetus/>

<https://www.positiivinenoppiminen.fi/hyvaa-kasvua-opetussuunnitelma/>

<https://sovittelu.com/vertaissovittelu/verso-kouluille-ja-oppilaitoksille/>

<https://www.sovittelulappi.fi/>

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