

# COMMON OPERATING MODEL

to prevent bullying, harassment and violence



City of Kauniainen



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# 1. Everyone's right to a safe learning environment

**Every learner has the right to a safe learning environment.** The pre-primary, basic and upper secondary education in the City of Kauniainen systematically endeavours every day to prevent and intervene in cases of bullying, violence, discrimination and harassment. As of 1 August 2026, Kauniainen will have adopted a city-wide operational model to combat bullying, harassment and violence.

**The City's pre-primary, basic and upper secondary education** must provide a psychologically, physically, socially and digitally safe place for anyone studying or working in these units. It is the responsibility of the learners and personnel to treat everyone in a way that ensures that there is no bullying, discrimination, harassment or violence.

**Everyone is obliged to treat others as equals.** The baseline for safety is a school ethos that has functional structures and the competence to perform work that promotes well-being.



**This operational model combines statutory obligations and practical procedures to form a unified coherent approach.** The aim is to ensure the equal right of every child and young person to grow, develop and learn within a safe environment. We shall comply with the same principles and commit to them throughout the entire course of study. Cooperation with parents/guardians is a key element in all situations.

**Location-specific specifications and operating methods are recorded in the annual plans of each institution.** The rules and regulations, for example, of each preschool, comprehensive school and upper secondary school may be worded in different ways and differ from one another.

**The operating model has been drawn up jointly with the City's preschools, comprehensive schools and upper secondary schools,** and is based on the plans, models and operating methods of each individual unit. The development work also involves the input of student welfare, learners, parents/guardians and other cooperative partners and actors.



### Management and structures

Safe, inclusive and communal operational culture

Identification: distinguishing between conflicts, bullying, harassment and discrimination

Cooperation with parents/guardians

INTERVENTION

INVESTIGATION

FOLLOW-UP + SUPPORT

Consideration for age and development level, circumstances of incident → procedures, support + ramifications

Multiprofessional collaboration, support measures and reporting obligation

Emotional and interaction skills practise and continuous group building



## 2. Preventive work is shared work that benefits wellbeing

The prevention of bullying, harassment, violence and discrimination refers to all actions that prevent future situations. Preventive work is welfare work implemented by the community on a daily basis throughout the whole course of study.

### Management and structures

Community welfare work is planned, implemented, monitored and evaluated continuously and systematically. Welfare work must be managed and it must be and inherent part of the structures.

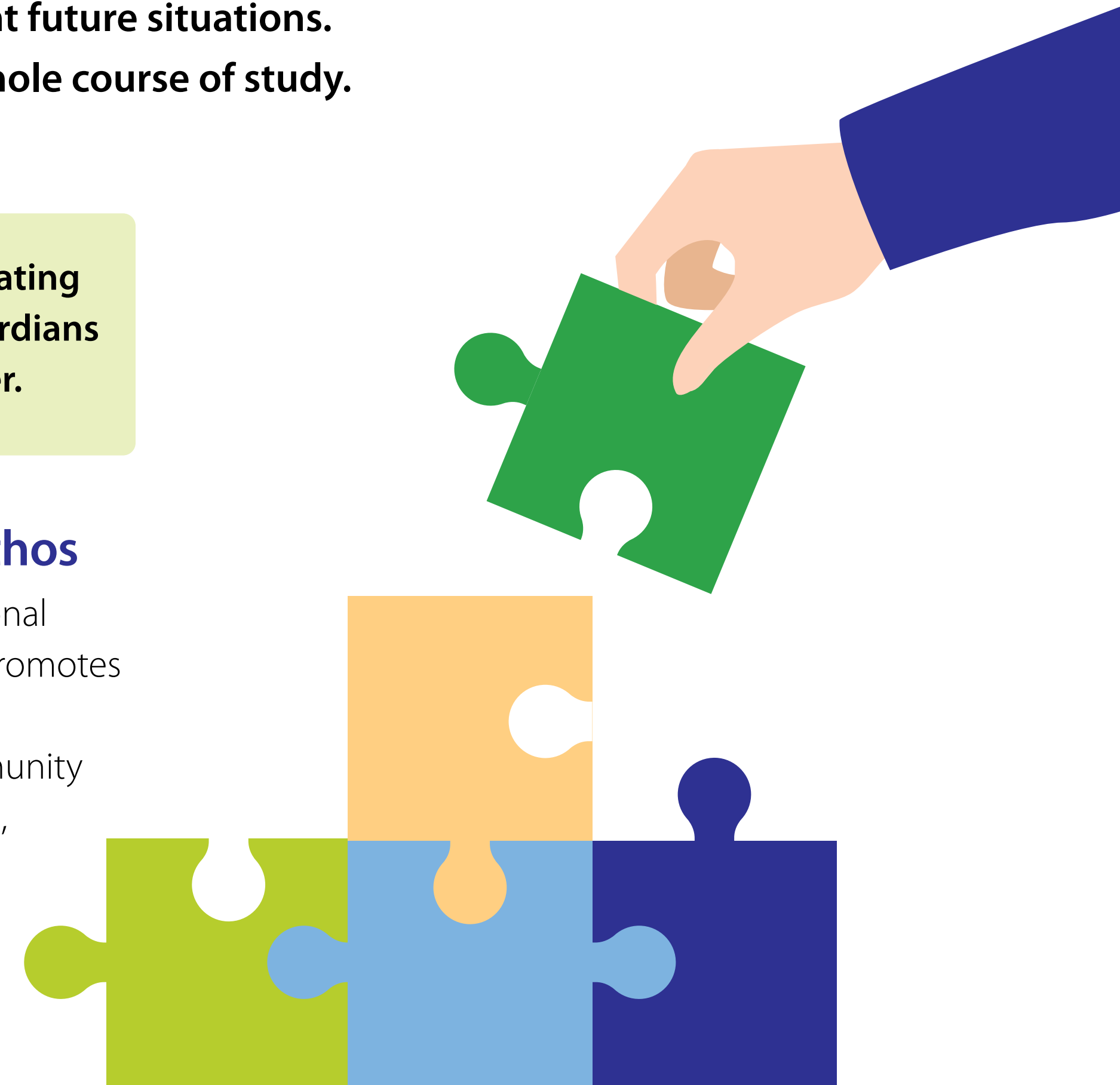
The unit-specific communal student welfare group is responsible for overall planning together with the management team. Work that promotes well-being is a shared task of the entire personnel.

Each unit also has a designated person or team who is responsible for the coordination of work intended to prevent bullying, harassment and violence in their own unit. This person is also a member of the communal student welfare group.

**The content and operating methods of the operating model are reviewed with learners, parents/guardians and personnel each autumn and spring semester.**

### Safe, inclusive and communal school ethos

The baseline for safety is a school ethos that has functional structures and the competence to perform work that promotes well-being. This is the foundation for preventive work. The school ethos describes the way in which the community operates. The school ethos reflects, among other things, common values, norms and practices inherent to the interactions of the community. Cooperation with parents/guardians is a necessary and important aspect of community welfare work.





## An inclusive and communal school ethos is built through cooperation

### Continuous group building is part of everyday life.

The interrelationships within the group may change over the course of the academic year. There are many different factors behind the actions of the learners, and intra-group friendships also affect the entire group level. Continuous group building strengthens the interrelationships, trust and sense of security between children and young people. At the everyday level, measures that support group building might include, for example, seating arrangements.

### Systematic training of emotional and interaction skills

throughout the course of study is a key part of welfare work. Training to develop emotional and interaction skills supports, among other things, the strengthening of social skills, positive peer relationships, mental health and attachment to the learning community.



**Positive interactions** between peers as well as between adults and learners promote an inclusive and safe school ethos. Discriminatory norms are addressed and dismantled at the communal level.

### Cooperation with parents/guardians is a key element in all situations.

Parent and school partnerships refers to the concept of all relevant adults prioritising the best interests and needs of the child or young person. Cooperation is also an essential part of preventive work.

### Cooperation through interaction.

Trust is built together through discussion and efforts to find common solutions. We strengthen the parent and school partnership by increasing transparency regarding common policies and practices. The focus is always on the best interests of the child or young person and on stopping any offensive treatment or bullying.

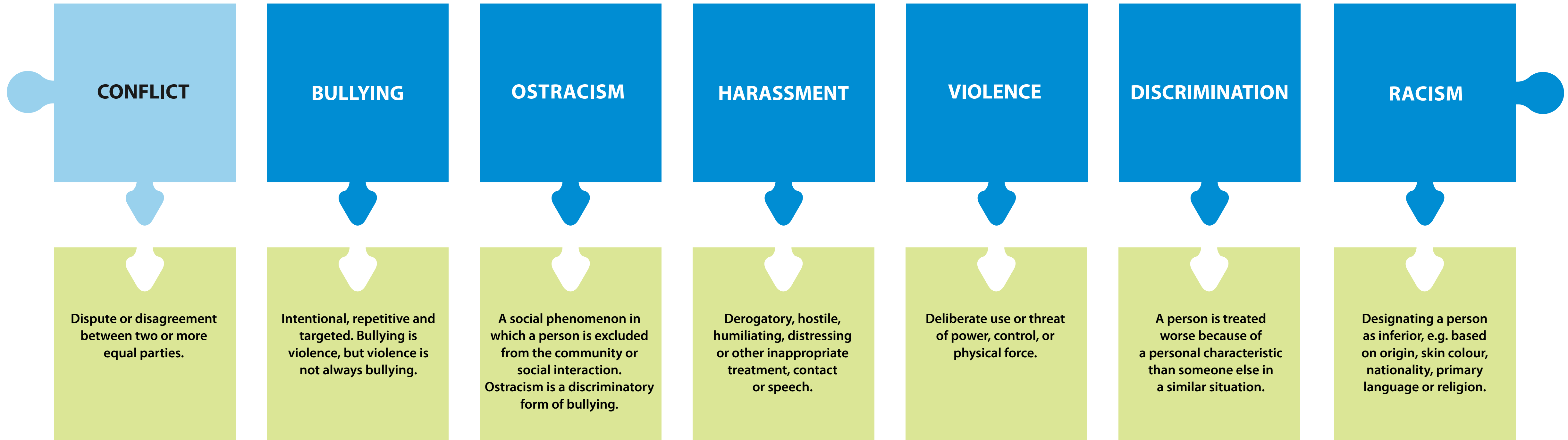
**We always report bullying, harassment and violence to the parents/guardians of a minor (target and perpetrator) and explain the next steps to be taken for each individual situation.**

[Wellbeing education in schools - Kauniainen \(in Finnish\)](#)



# 3. Identification and definitions

Once we understand how to distinguish between different phenomena, we can also identify, prevent and address them together. Adults do not always know in advance whether an incident is a single, isolated conflict or part of a more serious bullying situation. It is, therefore, particularly important to intervene in and clarify every individual incident.





# 4. Intervention, investigation, follow-up and post-incident support

**All inappropriate, offensive or discriminatory treatment will be addressed and the situation clarified.** The primary focus is on ensuring safety and providing support.

**The nearest adult will intervene and investigate the matter.** Sometimes bullying continues because the learner doesn't dare to tell an adult for fear that it might make the situation worse. Therefore, it is important to tell an adult about bullying.



**If the situation requires more information, further clarification will be carried out.** The situation is assessed and the necessary procedures and support measures are taken on a case-by-case basis.

**Different situations require different and often individual procedures and support measures,** which must always take into account the age and development level of the learner as well as the circumstances (severity of the event, repetition or intentionality). Any possible disciplinary actions will also be considered as appropriate for the educational level in question.

**The viewpoint of the target of bullying is always primary. Ensuring support for the perpetrator is, however, also key to preventing and ending bullying, harassment, discrimination and violence. Any measures to be implemented should always aim to put an end to the bullying or offensive treatment.**

**The situation is monitored for a sufficient period of time and post-incident support is offered to all parties.** Preventive measures will be continuously enhanced at the group level.

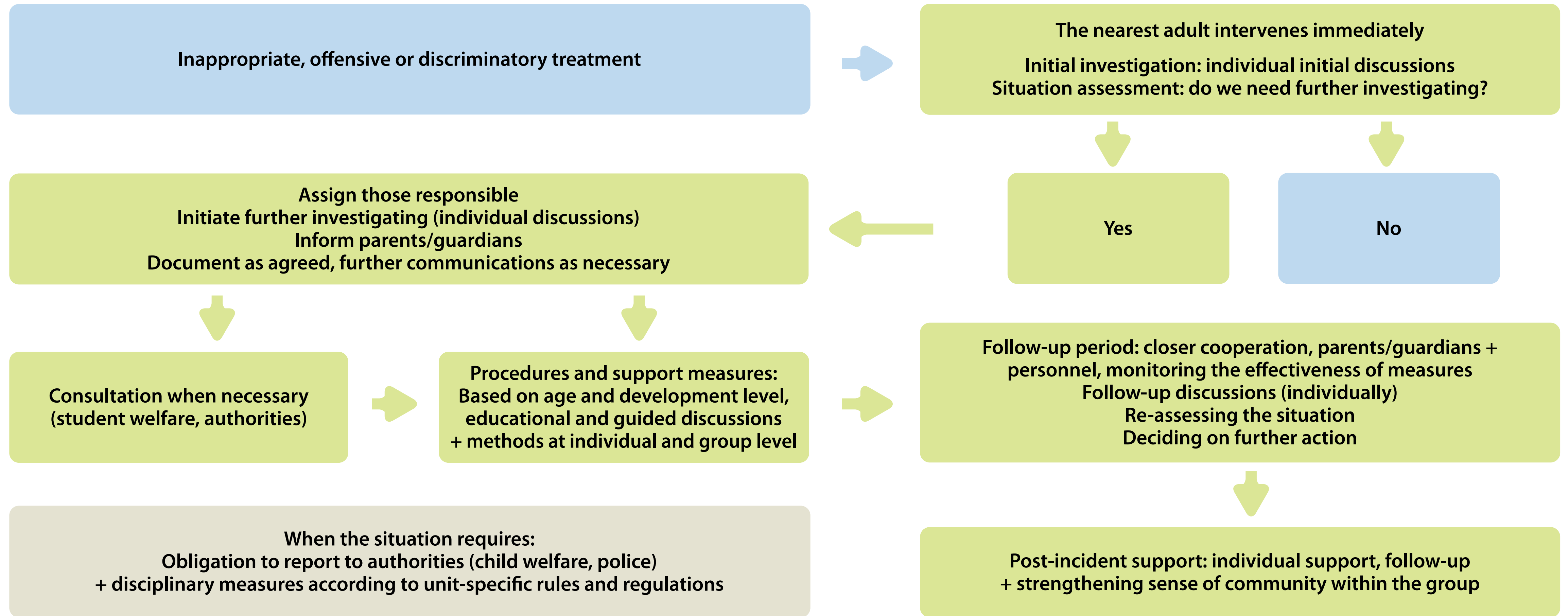
Separate guidelines will be provided for dealing with acute situations involving threats, danger or violence.

**Our approach:**

We have genuine encounters with children and young people every weekday. We observe, pause and react if there is some mistreatment or loneliness experienced within the group.



## Shared intervention process



The steps of the follow-up investigation process are described and specified in each individual unit's annual plans.



# 5. Multiprofessional collaboration, support measures and reporting obligation

## All parties have the right to support

**Directing a learner in need of support to student welfare services is a mandatory part of the operating model.** It is the responsibility of the personnel to direct the learner to the appropriate services when the need for support has been identified.

**The statutory services for individuals within the student welfare system include school social worker and psychologist services, as well as child health clinic, school welfare and student health care services.**

The learner can seek out student welfare services independently, with a parent/guardian or with the assistance of teachers or other personnel.

**A multiprofessional group of experts can be assembled to support an individual learner's welfare** if the investigation of and support for the learner's specific situation requires expertise from professionals from different fields. The group can be called together by any teacher or student welfare worker concerned about the learner's situation together with the learner in question and their

parent/guardian. The composition of the group shall be decided on a case-by-case basis.

## The role of teacher and personnel in individualised student welfare

**The primary monitoring of the learner's wellbeing and learning is the teacher's responsibility in pre-primary and basic education.**

**At the upper secondary school level, the same role is played by a homeroom teacher.** Student welfare personnel and teachers work in close cooperation to promote the wellbeing of learners.

Read more about the student welfare plan (in Finnish):

[Plans Kauniainen](#)

## Multiprofessional cooperation

If necessary, multiprofessional cooperation will also be carried out with external actors, e.g. mediation.





## Reporting obligation and cooperation with authorities

### The reporting obligation applies to pre-primary, basic and upper secondary education personnel.

The rector and teacher must also intervene in any unlawful behaviour. We always inform the parents/guardians of minors of any bullying, harassment or violence that has occurred or has become known.

### Support and counselling

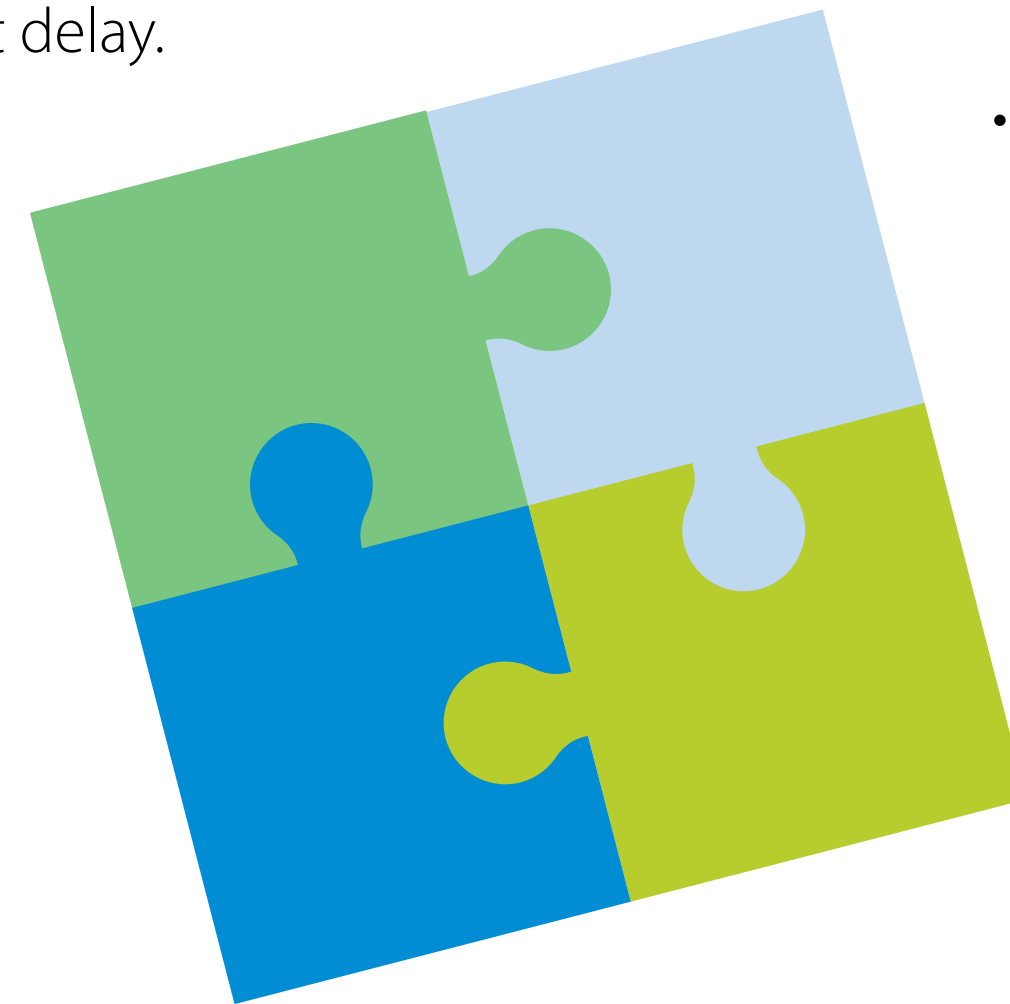
Social services counselling is the initial contact when social services are needed. Support and counselling are available for challenges concerning family life, support for parenting, special situations for families with children or crisis situations.

**Social services for families with children:  
+358 (0)2 9151 2360 Mon–Fri, 9 a.m.–12 noon.  
Any non-urgent messages can be sent through the Lunna digital service.**

### When is it necessary to submit a child welfare notification?

When concerns arise about the care and welfare of a child or young person, conditions that endanger their development or their own behaviour, it is the professional's duty, notwithstanding the secrecy provisions, to submit a child welfare notification without delay.

The notification can also be made together with a child or their parents.



### When is it necessary to file a police report?

Notwithstanding the secrecy provisions, personnel are obliged to file a police report if, in the course of their duties, they have received information that suggests there is reason to suspect:

- Sexual offences against a child (an act punishable under law as a sexual offence as stipulated in Chapter 20 of the Criminal Code)
- Certain crimes that threaten life or health (an act punishable under law as one involving homicide or bodily injury that, as stipulated in Chapter 21 of the Criminal Code, carries a maximum sentence of at least two years in prison.)

[Everyday support services for families with children | Western Uusimaa Wellbeing Services County](#)