



Risør  
kommune

## When school absence becomes a concern – information for parents



Most children attend school voluntarily and without problems. However, there are many reasons why some children struggle to attend school. These may include anxiety, depression, stress, traumatic experiences, sleep difficulties, challenges in the relationship between children and their parents, or other difficulties at home. Absence may also be related to challenges at school, such as bullying, a noisy classroom environment, frequent changes of teachers, or a lack of necessary support for children with special needs.

**HANDLINGSPLAN  
FOR SKOLENÆRVÆR**  
FOR GRUNNSKOLENE I RISØR KOMMUNE

Nærværarbeid handler ikke om én isolert innsats, men om flere systematiske innsatser over tid. Det er derfor flere innganger til nærværarbeid. (UDIR 2020)

Det antas at ca. 10% av elevers fravær kan være knyttet til skolevegring.  
(«Ser du meg», Aust-Agder Fylkeskommune)

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The action plan is available on the [municipality's website](#)



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### **When can serious school absence occur?**

Serious school absence can occur throughout the entire compulsory school age, but there is an increased risk in connection with the start of school and transitions, such as the transition to lower secondary school, when changing schools and after holidays or sick leave (Ingul, 2005).

Attendance difficulties often begin gradually, with absences from a few lessons, parts of the school day, or individual days. More serious school absence is most often identified towards the end of primary school or during lower secondary school, when increasing expectations may feel as a growing source of pressure for some students.

### **How are the students doing?**

It is important to note that students with high and serious levels of school absence do not stay away from school simply because they do not *want* to attend, or because they lack support from caregivers. In most cases, school absence is the result of a combination of factors.

Students who struggle to get to school often do want to attend, but are unable to do so. For many, this can be emotionally distressing and may manifest in physical symptoms such as stomach pain, nausea, and headaches. Some may experience sleep difficulties or develop a disrupted sleep pattern. Mornings can involve crying, anger, and distress, and some may physically resist leaving for school.

Caregivers experience great difficulty in getting their child to school and often feel powerless in these situations.

This can place a significant strain on the entire family, even if it is not always visible to others. Many caregivers may experience feelings of guilt and shame.

## **Follow-up by the school**

### **1. Recording attendance**

- a. The class teacher is responsible for ensuring that the student's absences are updated in the school's attendance system (Visma Flyt) at least once per week.
- b. Subject teachers must record attendance daily in Visma Flyt.
- c. Substitute teachers who do not have access to Visma Flyt must note attendance so that the class teacher can update the records.
- d. Absence must also be registered by the class teacher or subject teacher if a student leaves school after having attended earlier that day.

### **2. Communication between school and home in cases of absence**

- a. Caregivers must submit a notification for all student absences.
  - b. Caregivers must notify the school via Visma before the start of the school day when a student is absent.
  - c. If no message is sent via Visma before the school day begins, the school must contact the caregivers as soon as possible to clarify the absence.
- If there is concern regarding the absence, school management must be informed.

### **3. Guidelines for follow-up of absence**

- a. The class teacher conducts a thorough review of attendance records at the end of each month.
- b. The **School Attendance Action Plan** is followed in the following situations:
  - Absence from 3 individual lessons and/or 3 individual days within one month
  - A total of 10 individual days of absence over a six-month period
  - When a student attends school or a lesson but leaves again more than 3 times in one month without valid reason

The school aims to maintain early and close communication with caregivers.