Promoting Attendance:

Included, Engaged and Involved Part 1 self-reflection questions for schools

Resource to support Schools to fully implement Included, Engaged and Involved Part 1

These reflective questions can be used in order to inform school self-evaluation and improvement planning.

These are the **principles** as outlined in the main guidance:

- All children and young people have a **right to education**; and education authorities have a duty to provide education.
- All children and young people have the **right to** get the **support** they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given **opportunities to** fully **engage and participate** in the life of their school in order **to encourage good attendance**.
- Schools should actively **engage with parents** to try to ensure that any barriers to good attendance are removed.
- Schools and **partners should work collaboratively** to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on **positive relationships and an inclusive ethos and culture** that promotes good attendance. Attendance should not be considered in isolation.

Activity	What do we have in place now?	What do we still need to do?	Actions required and timescales
Overarching Themes			
Are we creating and promoting an ethos of inclusion, diversity, participation and positive relationships aimed at eliminating discrimination and building empathy to support attendance in the school?			
How do we motivate children and young people to attend school and feel fully included engaged and involved?			
How do we know our approaches to assessment and planning for additional support needs address any barriers to learning that might impact attendance?			

Activity	What do we have in place now?		What do we still need to do?	Actions required and timescales
Supporting attendance and managing absence				
Policies and procedures				
Does our school have an attendance policy?	Yes	No		
Does this reflect both Education Authority guidance and the national context outlined in IEI1 2019?	Yes	No		
Does this reflect both Education Authority guidance and the national context outlined in IEI1 2019?				
How do we involve staff, children and young people; a wide range of parents and other relevant partners, in the development of our policy?				
How do we communicate our policy to the whole school community?				
How accessible is our attendance policy e.g. is this on our school website/ handbook?				
How does our attendance policy link to our other policies on promoting positive relationships and behaviour, and parental engagement?				

Activity	What do we have in place now?	What do we still need to do?	Actions required and timescales
Approaches to promoting good attendance			
Professional Learning			
How do ensure all staff know and understand 'Getting it right for every child' policy, guidance and approaches, children's rights (UNCRC) and their links with attendance?			
How do school leaders ensure that all staff have access to professional learning around attendance policy and practice?			
Positive whole-school ethos and culture; relationships, learning, wellbeing and behaviour			
What evidence do we have of positive and respectful relationships across our school community including between children and young people; staff and children and young people and between staff and parents?			
How do we know our curriculum promotes encourages and sustains attendance through accessibility, flexibility, personalisation and choice?			
How do we know our provision of Responsibility of All and our support for mental, emotional and social wellbeing contributes towards good attendance?			

Activity	What do we have in place now?	What do we still need to do?	Actions required and timescales
Parental/family engagement and partnership working			
How do we seek innovative ways to engage positively with parents to encourage good learning and teaching and to promote good attendance?			
How do we develop relationships with a wide range of parents, carers and families, the local community and partners which are characterised by trust and respect?			
How do we support parents, carers and families experiencing circumstances which affects their child's attendance?			
How do we collaborate with partners to strengthen support to children and young people and their families with regard to absence?			
How do we communicate information about this support available to parents?			

Activity	What do we have in place now?	What do we still need to do?	Actions required and timescales
Manage absence and attendance			
How do we identify patterns of late coming and absence?			
How do we identify and assess the underlying causes of absence including home, school and community factors?			
How do we know our procedures for follow up of late coming and absence are effective?			
How do we effectively support children and young people back into learning following an extended absence?			

Activity	What do we have in place now?	What do we still need to do?	Actions required and timescales
Attendance and absence data recording and management			
What are our agreed thresholds where support for attendance is triggered and how do we ensure that clear procedures are in place?			
How do we effectively use data to improve attendance, and plan to meet individual children and young people's needs?			
How do we use the information and data gathered to inform our next steps?			