



Promoting good attendance - Sample strategies and approaches from policy and research

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Sample strategies and approaches from policy and research

Culture, systems and **practice** are all fundamental to supporting good attendance. They are also interconnected and interdependent. **All** must be considered when planning strategies to improve attendance, while ensuring that the child or young person is at the centre. Potential sources of strategies and approaches that are known to support good attendance can be found in:

- [Included, engaged, and involved Part 1](#), chapter 3 including:
 - A whole school culture and ethos that promotes relationships and relational approaches (see also [IEI Part 2, 2017, Annex B](#))
 - Parental engagement
 - Pastoral care
 - Additional support for learning
 - Curriculum flexibility and personalised learner journey
 - Raising the profile of attendance, having clear expectations
- [Improving attendance: understanding the issues](#)

A small sample of the supportive approaches include but not limited to:

Culture

- Creating a rights respecting and nurturing culture, a sense of belonging
- Leadership specifically around school attendance policy/strategy
- Development, promotion and review of the school attendance policy
- Relationships building with families integral to whole system approach

Systems

- Rigorous tracking and monitoring
- Daily/Weekly/Fortnightly/Monthly attendance meetings (timing matched to local needs)
- Effective use of data to ensure early intervention
- Sensitive communications with parent/carer/social worker

Practice

- Prioritising social and emotional support
- High quality and engaging teaching
- Curriculum flexibility
- Effective partnership working between schools, families, partners and Third Sector to ensure support, effective communication and secure presence.
- Reviewing the 'pull factors' to school: curriculum and wider opportunities