

## Promoting Attendance:

### Self-reflection questions for educational settings

A resource to support educational settings to fully implement **Included, Engaged and Involved Part 1**

These reflective questions can be used in order to inform 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**.
- Educational settings should actively **engage with parents** to try to ensure that any barriers to good attendance are removed.
- Educational settings and **partners should work collaboratively** to promote and support good attendance.
- The foundation for 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.

For each question consider:

1. what you have in place now
2. what you still need to do
3. actions required and timescales

## 1. Overarching Themes

**What do we have in place now?    What do we still need to do?    Actions required and timescales**

<p>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 our setting?</p>			
<p>How do we motivate children and young people to attend school and feel fully included engaged and involved?</p>			
<p>How do we know our approaches to assessment and planning for additional support needs address any barriers to learning that might impact attendance?</p>			

## 2. Supporting attendance and managing absence: Policies and procedures

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

### 3. Approaches to promoting good attendance

#### Positive whole-school ethos and culture; relationships, learning, wellbeing and behaviour

What do we have in place now? What do we still need to do? Actions required and timescales

<p>What evidence do we have of positive and respectful relationships across our educational community including between children and young people; staff and children and young people and between staff and parents?</p>			
<p>How do we know our curriculum promotes encourages and sustains attendance through accessibility, flexibility, personalisation and choice?</p>			
<p>How do we know our provision of Responsibility of All and our support for mental, emotional and social wellbeing contributes towards good attendance?</p>			

**Parental/carer/family engagement and partnership working**

**What do we have in place now? What do we still need to do? Actions required and timescales**

How effectively do we seek innovative ways to engage positively with parents to encourage good learning and teaching and to promote good attendance?			
How effectively 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 effectively do we support parents, carers and families experiencing circumstances which affects their child's attendance?			
How effectively do we collaborate with partners to strengthen support to children and young people and their families with regard to absence?			
How effectively do we communicate information about this support available to parents?			

## Manage absence and attendance

**What do we have in place now?    What do we still need to do?    Actions required and timescales**

How effectively do we identify patterns of late coming and absence?			
How effectively do we identify and assess the underlying causes of absence including home, educational setting, and community factors?			
How do we know our procedures for follow up of late coming and absence are effective?			
How effectively do we support children and young people back into learning following an extended absence?			

**Attendance and absence data recording and management**

**What do we have in place now?    What do we still need to do?    Actions required and timescales**

When thresholds, where support for attendance is triggered, how do we ensure that local authority procedures are followed?			
How effectively do we use data to improve attendance, and plan to meet individual children and young people's needs?			
How effectively do we use the information and data gathered to inform our next steps?			

**What do we have in place now? What do we still need to do? Actions required and timescales**

<p>How effectively do we 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?</p>			
<p>How effectively do senior leaders ensure that all staff have access to professional learning around attendance policy and practice?</p>			