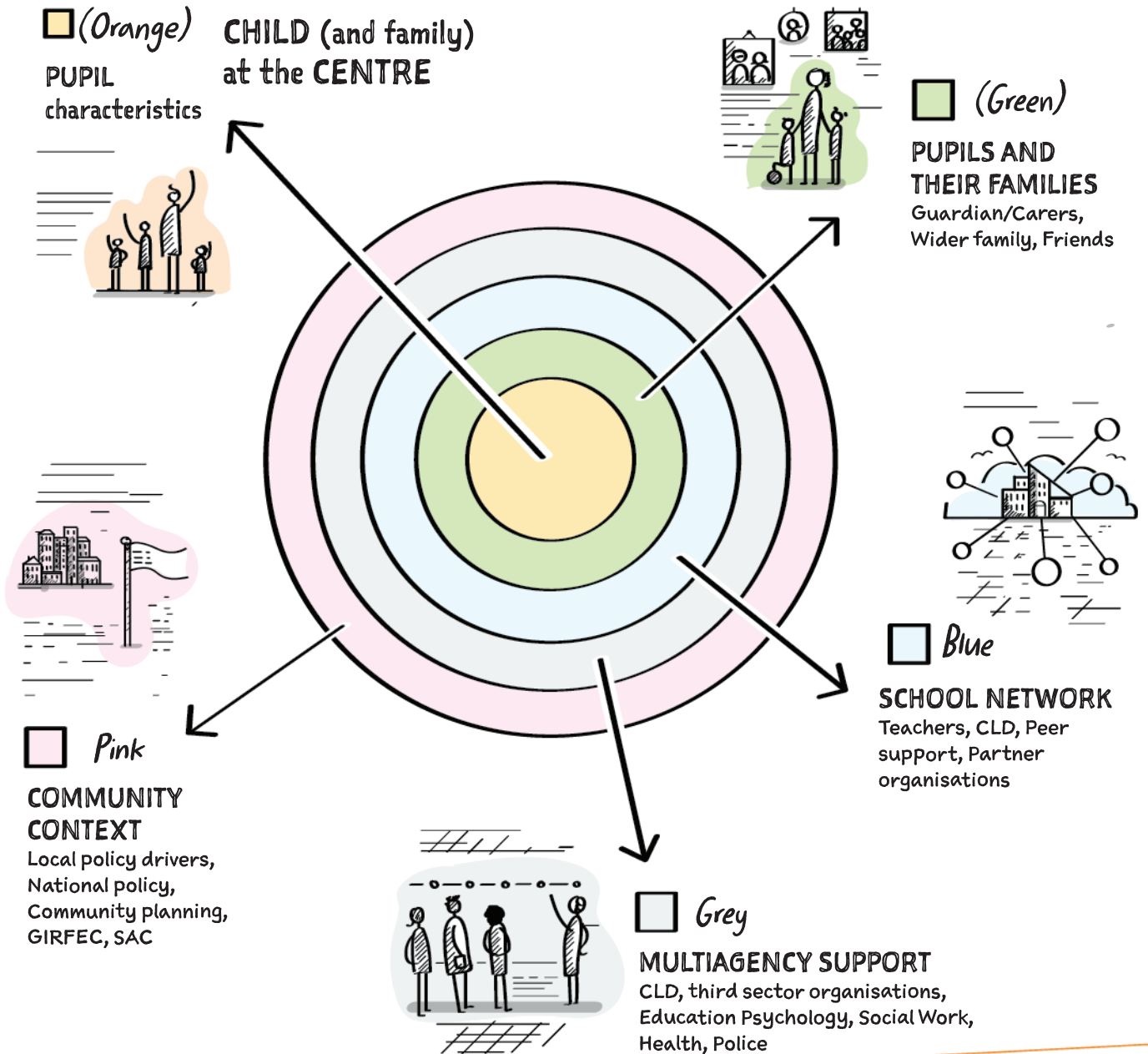# Community Partnership MAPPING TOOL

(Output)
What this tool can do?
Helps schools identify who their community partners are for individual pupils presenting with attendance difficulties

☐ **(Orange)**
PUPIL characteristics

CHILD (and family) at the CENTRE

☐ **(Green)**
PUPILS AND THEIR FAMILIES
Guardian/Carers, Wider family, Friends

☐ **Blue**
SCHOOL NETWORK
Teachers, CLD, Peer support, Partner organisations

☐ **Pink**
COMMUNITY CONTEXT
Local policy drivers, National policy, Community planning, GIRFEC, SAC

☐ **Grey**
MULTIAGENCY SUPPORT
CLD, third sector organisations, Education Psychology, Social Work, Health, Police

Attendance and engagement are complex areas influenced by community, family, school and individual factors and so we need all stakeholders in education to work together to address attendance and engagement issues. This tool aims to set out key steps for practitioners to consider when they are mapping what the attendance and engagement issues are for children and young people in their school community, and developing meaningful partnerships that address those issues using holistic and well planned approaches.
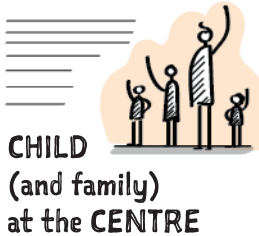
(Outcome)
What does it change?
Increases confidence in identifying, understanding and collaborating with local partners to implement approaches, while improving the understanding of the underlying causes of non-attendance

Education Scotland
Foghlam Alba

Community Partnership
MAPPING TOOL

1. Pupil Characteristics `ORANGE`

CHILD
(and family)
at the CENTRE

Find out about the needs of the children and young people within the wider context of their lives, including challenges or inequalities they face, to underpin support strategies for them and their families. Information should include gender, siblings, language spoken at home, caring responsibilities, ethnicity and neighbourhood.

2. Pupils and their families `GREEN`

Identify the family and other significant relationships of importance to the pupil . Those significant people could be Mum, step-dad, step brother, parental-grandparent, uncle, family friend, trusted neighbour, best friend, peer groups, friendship connections, geographical and online communities.

3. School Neworks `BLUE`

Identify all of the supports that you can access from your school networks to nurture positive approaches to attendance. This could include pupil support teachers, teachers with good relationships, breakfast club, home school link worker, CLD (community learning and development) – including youth or family workers, peer mentors, campus police officer, SDS worker, social work etc.

4. Multiagency Support `GREY`

Develop and strengthen your partnerships. Partners can offer support to the pupil or their family, including CLD services, family learning practitioners, community groups, local charities, neighbourhood based organisations, counselling services, specialised organisations e.g. drugs/alcohol information, food and clothing banks. Seek to actively involve partners in how you plan and evaluate your attendance support.

5. Community Context `PINK`

Take time to understand the needs of the communities that children and their families live in. Utilise local and national policies to develop your attendance outcomes. These should include attendance policies, GIRFEC procedures, National Improvement Framework, Local authority stretch aims, CLD plan, Local Outcome Improvement Plans, SIMD information, local health data, community safety data.

Questions to consider while mapping

What can our partners offer/provide that will support our vision for attendance?

Are we involving all of the right partners to support attendance in our school?

Thinking of the pupils we are supporting with attendance, what do you already know about their needs? To what extent are their needs being met holistically? Who else should be involved to support their attendance needs?

What processes and resources do we need to put in place to support attendance?

How can we address or mitigate barriers to participation to ensure equity and support the pupils that need it most?
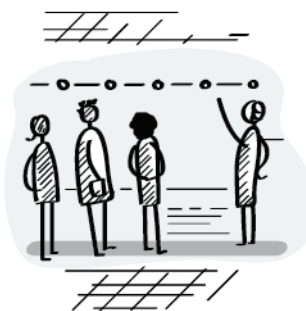
How are we ensuring we have supported any challenges in relation to any equalities area, including anti-racism, LGBTI+, Mental health, health and wellbeing, gender?