

# Maximising School Attendance

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## **Purpose of the Maximising Attendance policy:**

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The purpose of the policy is to provide guidance to schools about positive approaches to maximising school attendance.

The policy will be in place to promote school attendance and to ensure measures for early intervention and support are put in place when there are concerns about a child or young person's school attendance.

Young people may be absent from school for a number of reasons. It is important to understand the individual circumstances and use the GIRFEC framework to identify barriers to learning and attendance to provide appropriate support when agreeing and maintaining appropriate levels of attendance.

# Aims of the Maximising Attendance policy:

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- To support school attendance through solution focussed approaches underpinned by the GIRFEC framework
- To encourage and facilitate communication with families experiencing challenges that are making attendance at school difficult
- A staged intervention model that will promote partnership working when addressing barriers to a young person's school attendance
- Allow schools to target interventions by learning about barriers to maximising attendance for specific groups

## Maximising school attendance will:

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- Ensure every child has the entitlement to an education directed towards reaching their potential
- Help develop a young person's relationships with their peers generating opportunities to make friends and to be involved in clubs and activities
- Help to develop young people's relationships with staff who they can trust to support them in reaching their full potential
- Build relationships between young people, families, staff and partners in our communities
- Promote academic success which can support progression onto positive post school destinations
- Attendance is identified as a Key Performance Indicator for improving outcomes for children and young people impacted by poverty
- Serve as a protective factor

## Key principles:

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- A school ethos that promotes attendance
- Schools are welcoming, nurturing, safe
- Young people fully included and engaged in the life of the school
- Schools have additional support strategies for young people that have additional supports needs and/ or are care experienced
- Schools have clear procedures for monitoring attendance
- A shared understanding that school absence impacts attainment, achievement, wellbeing and outcomes
- Schools work collaboratively with families to understand barriers to attendance

## Staged Intervention:

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- Universal supports are in place to promote high levels of school attendance
- Early intervention to help to address patterns of non-attendance
- Targeted support for young people where patterns of non-attendance have emerged
  - to understand barriers to attending
  - to ensure interventions are timely, managed and impactful

# Education Scotland

## Understanding the Issues:

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Key themes that positively impact school attendance include:

- trusted relationships with families and children and young people are vital
- communication and explanation of impact of not attending is shared
- varied support packages bespoke to each situation has the most impact
- regular reviewing of data and tracking the impact of individualised support packages
- alternative education packages explored with families and young people
- nurture provision within each establishment is based on needs analysis
- consideration of cost of the school day and the impact of the cost-of-living crisis
- working in partnership with other services and/or third sector providers is important



## Working Together:

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The Education Wellbeing Service will be the “connectors” linking schools with partners working together to maximise attendance.

### **Core Functions of the Education Wellbeing Service:**

- Consultation and Advice
- Assessment and Intervention
- Data for improvement
- Professional Learning

# Education Wellbeing Service:



