**Morning session**

**Hillingdon Achievement for All Attendance Conference**

**Building a culture of belonging and family engagement**

***Prompt 1: If you had a ‘designated attendance lead’ what would be in their job description?***

***Prompt 2: What do you think your students would have as the top five reasons for coming to school every day? What would be your families top five reasons for sending them?***

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| --- | --- |
| Student reasons | Family reasons |
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***Prompt 3: What would be the top five school-based reasons that your students would have for not coming to school every day and the family reasons for not sending them?***

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| --- | --- |
| Student reasons | Family reasons |
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***Prompt 4: What key roles should each of the following postholders in your school play in helping maintain a positive culture that promotes good attendance and punctuality? How confident are you that this is featured in your policy, CPDL offer and appraisal processes?***

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| --- | --- | --- | --- | --- |
| Postholder | Role in positive attendance culture | Policy | CPDL | PM |
| Governors |  |  |  |  |
| Senior Leaders |  |  |  |  |
| Pastoral Leaders |  |  |  |  |
| Curriculum Leaders |  |  |  |  |
| Classroom Teachers |  |  |  |  |
| Form Tutors |  |  |  |  |

***Prompt 5: On the following scales about recognition for good attendance and punctuality, where would you place your school? Broadly speaking, the most impactful, sustaining approaches are towards the left-hand columns (although care should be taken with this).***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Analogue |  |  |  |  |  |  |  |  |  |  | Digital |
| Intrinsic |  |  |  |  |  |  |  |  |  |  | Extrinsic |
| Daily |  |  |  |  |  |  |  |  |  |  | Annually |
| Public |  |  |  |  |  |  |  |  |  |  | Private |

**Reflections for future action:**

***Prompt 6: Which of these family-friendly approaches does your school have in place to underpin the monitoring process for attendance and punctuality concerns?***

|  |  |  |
| --- | --- | --- |
| Family-friendly approaches | Yes | No |
| All staff are given training to support communication with families. |  |  |
| Families are personally contacted about attendance and punctuality. |  |  |
| There is a staffed phone line for families to share attendance issues. |  |  |
| Families are expected to attend higher level attendance meetings. |  |  |
| Families in regular contact about attendance have a dedicated contact. |  |  |
| Concerns meetings address school-specific barriers identified by families. |  |  |
| Concerns meetings action plans require family agreement for sign-off. |  |  |

**Reflections for future action:**

***Prompt 7: What would you include in a family-friendly flowchart and/or a family-friendly letter for your school include to provide reassurance, empathy, and a sense of collegiality?***

|  |  |
| --- | --- |
| Absence management flowchart | Absence management letter |
|  |  |