

Agenda – session 6

Theme 1: An introduction to Parenting work

Theme 2: Engaging and communicating with parents

Theme 3: Sharing information and understanding parenting

Theme 4: Safeguarding and child development

Theme 5: Integrated working

Theme 6: Supporting parents involvement in their child's learning

Theme 7: Supporting school attendance and inclusion



Factors impacting on attendance and inclusion

School factors	Parental factors	Pupil factors
<ul style="list-style-type: none">▪ Curriculum▪ Environment▪ Un-stimulating teaching▪ Poor behaviour management and bullying▪ School ethos not supporting inclusion▪ Poor links▪ Harassment	<ul style="list-style-type: none">▪ Breakdown in authority▪ Feel education is irrelevant▪ Own poor attendance▪ Don't understand system▪ Dissatisfied with school▪ Difficulty communicating▪ Family holidays▪ Given up	<ul style="list-style-type: none">▪ Bullying▪ Dislike subject or teacher▪ Illness▪ Behaviour issues▪ Not doing well▪ Avoidance of tests▪ Boredom or laziness▪ Home factors▪ Young carer▪ Peer pressure



Discussing attendance issues

Why is it important for children not to miss school?

What happens if a child does not attend school regularly?

At what age can a child leave school?



What does the law say?

What about family holidays in term-time?

What about authorised absences?



Skipping lessons / school: possible signs

Attempting to keep
parents away from
school events

Forming friendships
with peers who are
not attending school

Showing interest
in time parents will
be home

Putting a change
of clothing in
school bag

Never taking
equipment
to school

Having a good
knowledge of
daytime TV

Not bringing
home letters
or information

Refusing to talk
about school

Claiming not
to have
any homework



Supporting parents to support attendance and inclusion

- Facilitate discussion about attendance
- Discuss reasons the child has given for poor punctuality or attendance and explore how plausible the reasons may be
- Maximise opportunities to talk with parents and offer practical advice
- Work with parents to develop their knowledge of school activities and ways to support children
- Help parents to understand school jargon
- Help parents to understand attendance legislation
- Work with individual parents or involve the parents' association to channel ideas back to school on how to further promote regular attendance and punctuality.



Activity 1

Working together to support attendance and inclusion

Consider the following questions:

- What signs might the parents see that would signal attendance or inclusion issues for their child?
- What other issues would you explore with either parent? With both parents?
- What questions would you ask the parents?
- What questions would you encourage the parent to ask their child?
- How would you support the parents?
- What might the parents do to support their child?
- What actions could you take to support the parents and child?
- What might the school and other agencies do to support the parents and their child?
- Who else might you seek to involve to support the parents?

Possible actions

Referral and signposting to other agencies

Individual work with children and young people who have attendance and inclusion difficulties

Encouraging positive parenting

Liaison with school and the EWS



Group work with parents whose children are not attending school

Home visits when attendance and inclusion become cause for concern




Key transitions

For all children, include:

- Move to secondary, between key stages
- Puberty and adolescence
- Shift in relationship with parents
- Developing a successful sense of self within a peer group
- Making learning, career and life path choices.

In addition, for some children:

- Family break-ups, divorce, bereavement and loss
 - Gaining a step-family
 - Recognising and coping with exposure to 'risk behaviours'
 - Forming and ending relationships
 - Complex difficulties, such as special educational needs, refugee children and children in care.
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Supporting transitions

Parenting workers involved in supporting key transitions have a role in:

Reassuring and empowering parents to support their child's transition

Liaison between parents, pupils and school

Liaison and cooperation between primary and secondary schools

Encouraging parents to develop the skills and abilities required to support transitions



Activity 2

Understanding and supporting transitions

Consider the issues and concerns that might be affecting the child in your case study.

Choose 3 issues that will have the greatest impact on the child.

Come up with a practical suggestion for each of the following:

1. How might the parents support their child?
2. How might you support the parent to support their child?
3. Who else might you try to involve?

Record your ideas on flipchart.

