


Screening template

Please complete all sections.

0.	<p>Insert policy/measure name.</p> <p>Included, Engaged & Involved: A Positive Approach to Supporting School Attendance, August 2025 Update.</p>
1.	<p>Brief Summary to include the policy name and overall aims.</p> <p>Included, Engaged & Involved: A Positive Approach to Supporting School Attendance (August 2025).</p> <p>The purpose of this policy is to provide guidance to schools and Early Learning and Childcare settings about positive approaches to supporting school attendance, attendance procedures and alternative attendance arrangements.</p> <p>The policy recognises that supporting good school attendance can be a complex and multi-faceted issue. The policy promotes a multi-agency approach, including input from Children's Services and Police Scotland, towards our stated aim of the prevention and reduction of school absence.</p> <p>In light of the United Nations Convention on the Rights of the Child (UNCRC) becoming part of Scots law through the UNCRC (Incorporation) (Scotland) Act 2024, this policy has been reviewed and updated to ensure compliance with the new legal framework. This reflects our commitment to upholding children's rights, alongside an increased emphasis on the importance of meaningful collaboration with children and young people.</p> <p>The updates also align with national guidance and policy, including the most recent Scottish Government guidance on Home Education (2025): https://www.gov.scot/publications/home-education-guidance-2/</p> <p>Key Changes include:</p> <p>A section on curriculum design to reinforce key messaging about the Curriculum for Excellence, <i>Developing the Young Workforce</i> and the <i>Work Placement Standard</i>. This includes clearer processes for enhanced work placements in the senior phase.</p> <p>The section on Home Education and Flexi-School processes has been updated to align with revised Scottish Government guidance. Requests to withdraw from school for this purpose strengthens the safeguarding, consent and voice of the child or young person processes.</p>

	<p>In exceptional circumstances, the needs of children and young people's needs can be best met through reduced attendance at school, as part of an agreed adapted timetable. In the revised policy, expectations around SEEMiS attendance coding and the Child Planning Framework have been strengthened to ensure safeguarding, consent and voice of the child or young person.</p> <p>The name of the policy has been changed to: A Positive Approach to Supporting School Attendance (August 2025). This reflects a more Trauma-Informed approach.</p>
2.	<p>What aspects of the policy/measure will affect children and young people Remember, the UNCRC articles include non-citizen and undocumented children and young people.</p> <p>The articles which most affects children and young people are:</p> <p>Article 3 – Best Interests of the Child</p> <ul style="list-style-type: none"> ▪ In all actions concerning children, the best interests of the child must be a primary consideration. ▪ This includes decisions about school attendance and support for children at risk of missing school. <p>Article 12 – Respect for the Views of the Child</p> <ul style="list-style-type: none"> ▪ Children have the right to express their views freely in all matters affecting them, including education. ▪ Their views should be given due weight according to their age and maturity. <p>Article 18 – Parental Responsibilities and State Support</p> <ul style="list-style-type: none"> ▪ Parents have the primary responsibility for the upbringing and development of the child. ▪ Governments must support parents in this role, including ensuring children attend school. <p>Article 28 – Right to Education: Every child has the right to education.</p> <ul style="list-style-type: none"> ▪ Governments must make primary education compulsory and available free to all. ▪ They must also encourage regular attendance and reduce dropout rates. <p>Article 29 – Goals of Education</p> <ul style="list-style-type: none"> ▪ Education must develop every child's personality, talents, and abilities to the fullest. ▪ It should prepare children for responsible life in a free society, respecting human rights and cultural identity.

3.	<p>What likely impact will the policy/measure have on children and young people? Please consider both direct and indirect impacts.</p> <p>‘Direct’ impact refers to policies/measures where children and young people are directly affected by the proposed changes, e.g., in early years, education, child protection or looked after children (children in care).</p> <p>‘Indirect’ impact refers to policies/measures that are not directly aimed at children but will have an impact on them. Examples include welfare reforms, parental leave, housing supply, or local transport schemes.</p> <p>Impact can be positive or negative, specific or disproportionate.</p> <p>The policy has a direct and positive impact on all children and young people.</p>
4.	<p>Which groups of children and young people will be impacted? This can refer to any grouping of children or young people by a shared characteristic – not just age or setting but the circumstances in which they are living.</p> <p>This policy update will continue to impact all children and young people.</p>
5.	<p>Is a Children’s Rights and Wellbeing Impact Assessment required? Please state if a CRWIA will be carried out or not. Please explain your reasons.</p> <p>As there are no negative impacts for children and young people and that this policy update continues to ensure adherence to national legislation a CRWIA will not be carried out.</p>
6	<p>If you are not proceeding to a full CRWIA, please sign off.</p> <div style="text-align: center;">  </div> <p>Head of Service signature: Date of Sign off: 12/08/2025</p>