ATTENDANCE:
PERSPECTIVES OF PARENTS AND STUDENTS

NPC
SUPPORTING PARENTS
SUPPORTING CHILDREN

NPC Vision

The National Parents Council want to see an Ireland where every child has the opportunity to reach their full potential

NPC Mission

The National Parents Council exists to ensure that all parents are supported and empowered to become effective partners in their children's education. NPC will work to increase the capacity and capability of the education sector, to achieve true partnership and deliver better outcomes for all children and young people.

Values

NPC knows that when parents and schools work together, children do better. Therefore, NPC believes that in order to achieve this parents must feel:

Engaged: Parents must be actively engaged in the education of their children.

Supported: Parents' involvement in children's education must be supported by the attitudes, beliefs and practices of all members of the school and broader education community.

Partners: Parents must be viewed as partners in facilitating children's learning and be supported in this role by the school and broader education community.

Valued: Parents should be viewed as full partners in the decisions that affect their children and their family.

Welcomed: Parents should be welcome in the school, and their support and assistance sought as a valuable resource to support children's education in the school.

Connected: All communication and dialogue with parents must be regular, open, two-way and meaningful.

National Parents Council
Key Activities

SERVICE DELIVERY

NPC's services are developed to empower parents so that they can support their children in all aspects of education.

HELPLINE

The NPC helpline is a national confidential service for parents. The helpline staff listen and give information and support to parents to help them make the best possible decisions for and with their children.

TRAINING AND DEVELOPMENT

The NPC Training and Development programme is a national programme of training, development and support for parents. The purpose is to empower parents to play an active part in their child's education at every level.

WEBSITE

The NPC's website www.npc.ie aims to provide parents with information regarding education at early years, primary and post primary levels.

ADVOCACY

NPC engages in awareness-raising activities and campaigning and lobbying at a national level on the objectives of its Strategic Plan.

REPRESENTING PARENTS

NPC represents the voice of parents through representation on external bodies and other mediums. NPC consults with parents and brings parents' views to bear on education policy.

BUILDING PARTICIPATION

NPC builds participation strategies and activities to ensure parents and children are an integral part of the work of NPC.

Table of Contents

EXECUTIVE SUMMARY 05

INTRODUCTION 06

THE IMPACT OF PRESCHOOL ATTENDANCE ON CHILD DEVELOPMENT: ADDRESSING CHRONIC ABSENTEEISM EARLY 07

PRIMARY STUDENTS SURVEY 14

KEY INSIGHTS- PRIMARY STUDENTS 17

POST-PRIMARY STUDENTS SURVEY 18

KEY INSIGHTS- POST-PRIMARY STUDENTS 22

VOICES FROM STUDENTS 22

PARENTS OF PRIMARY STUDENTS SURVEY 28

KEY INSIGHTS- PARENTS OF PRIMARY STUDENTS 35

PARENTS OF POST-PRIMARY STUDENTS SURVEY 36

KEY INSIGHTS- PARENTS OF POST-PRIMARY STUDENTS 44

EXTENDED STATISTICAL ANALYSIS 45

THEMES AND FINDINGS 48

AREAS FOR CONSIDERATION 50

Executive Summary

This report brings together extensive consultation into school attendance in Ireland, capturing the perspectives of both students and parents at primary and post-primary levels. It offers a comprehensive view by combining detailed statistical analyses with qualitative insights from open-ended survey responses. This dual approach makes it possible to explore not only the patterns of attendance but also the reasons behind them, offering a deeper understanding of the factors that influence engagement with education.

The findings show that experiences and attitudes toward attendance change notably as students progress through the education system. Enjoyment of school, sense of belonging, and perceptions of its importance shift with age, influenced by academic demands, social relationships, well-being concerns, and broader life circumstances. Parents' perspectives often echo these themes, providing further insight into the supports that sustain attendance and the barriers that hinder it.

The statistical analyses compare attendance attitudes and experiences across school types and education levels, revealing differences in perceived importance, reasons for absence, and views on available supports. These findings are enriched by direct quotes from students and parents, which add valuable context to the numbers and give voice to the lived realities behind the data.

In addition to the survey results, a desktop review of the evidence in early years education illustrates how attitudes and habits can influence attendance for primary and post-primary education, and thus shape educational outcomes.

A clear message emerges that attendance requires a multi-layered approach that addresses academic, social, and emotional needs. This involves fostering inclusive environments where all students feel they belong, providing engaging and relevant learning experiences, and ensuring strong support systems both in and outside of school. The ongoing effects of COVID-19, alongside challenges such as mental health pressures and bullying, highlight the urgency of targeted and compassionate strategies.

By understanding attendance through both data and lived experience, educators, policymakers, and community leaders can develop solutions that are responsive, equitable, and effective, ensuring that every child has the opportunity to fully participate and succeed in their education.

Introduction

School attendance is a vital indicator of student engagement and well-being. This report examines patterns and perceptions of attendance across primary and post-primary education in Ireland, drawing on survey responses from both students and parents. By combining quantitative data with qualitative perspectives, it provides a richer understanding of the factors that encourage regular attendance and those that present challenges.

The analysis includes responses from a variety of school settings, including DEIS and non-DEIS schools, special schools, and special classes in mainstream schools. Statistical comparisons explore differences between school types, while the inclusion of student and parent voices brings these findings to life, highlighting the personal experiences and contexts that shape attendance.

Together, these perspectives offer a clear picture of the complex, interconnected factors that influence school attendance and the supports that can make a difference. The following sections present the key findings, extended statistical analyses, and the voices of students and parents, each contributing to a deeper understanding of how attendance can be strengthened across all education settings.

Our initial focus was to conduct a survey on school attendance in primary and post-primary schools, completed by both parents and pupils, however reflecting on the evidence we collected we believed we needed to examine attendance at early years and its possible relevance to shaping attendance behaviours throughout a child's years in school. While early years was not within the original scope of the project, we found that international research highlights that patterns of absenteeism often begin during this stage, with long-term implications for children's educational outcomes. This insight led us to explore absenteeism in early childhood education, with particular attention to the Irish context and its national early years strategy, First 5. To support this, we conducted a review of key research findings and trends, presented in the following paper, which outlines how habits related to attendance are formed in the early years, the consequences of chronic absenteeism during this period, and the potential for early intervention to prevent more persistent issues in later school years.

This research is intended to inform the development of a more comprehensive and preventative national attendance strategy, beginning in the earliest years of a child's educational journey.

The Impact of Preschool Attendance on Child Development: Addressing Chronic Absenteeism Early

Introduction

This section of the report explores the strong connection between regular preschool attendance and overall child development, including academic, social, and emotional growth. Drawing on recent research, it highlights how chronic absenteeism during these foundational years not only disrupts short-term learning but also has far-reaching consequences for future educational attainment and emotional wellbeing.

The Impact of Preschool Attendance on Child Development

The critical importance of early childhood education, particularly preschool, cannot be overstated. Research consistently demonstrates that children who attend preschool regularly are better prepared for success in later educational stages (Ehrlich et al., 2013; Yang, 2024). Regular attendance supports key areas of development including academic and social-emotional development by laying a strong foundation for future success (Yang, 2024). This is especially crucial for children who begin with lower baseline skill levels, for whom high-quality, consistent early education can serve as a powerful equaliser (Connell & Prinz, 2013; Ehrlich et al., 2013; Larose et al., 2021; Melhuish, 2004).

Research indicates that children with consistent preschool attendance exhibit higher school readiness scores, particularly in literacy, numeracy, and social-emotional development, compared to their chronically absent peers (Becker, 2011; Ehrlich et al., 2013; Melhuish et al., 2015; Mehuish & Gardiner, 2020; Van Huizen & Plantenga, 2018).

Furthermore, these early gains are not just academic. Regular attendance builds vital skills such as emotional regulation, empathy, cooperation, and attention control, which shape how children adapt to the routines and demands of formal schooling. When these skills are underdeveloped due to missed time in early years settings, the result is often disengagement that can persist through primary and post-primary education.

The Covid-19 Impact on Early Years Education

During the COVID-19 lockdowns, there was a period of intermittent closures and reduced attendance in Early Childhood Education and Care (ECEC) settings across the world. There is growing evidence from both practitioner and parental observations (DfE, 2022; Early Years Alliance, 2021; La Valle et al., 2022; Nicholls et al., 2020; Ofsted, 2020; Tracey et al., 2022) as well as from quantitative data gathered from children, their families, and early years settings (Davies et al., 2021; González et al., 2022; Green et al., 2021) indicating that the lockdowns contributed to delays in children's critical developmental skills.

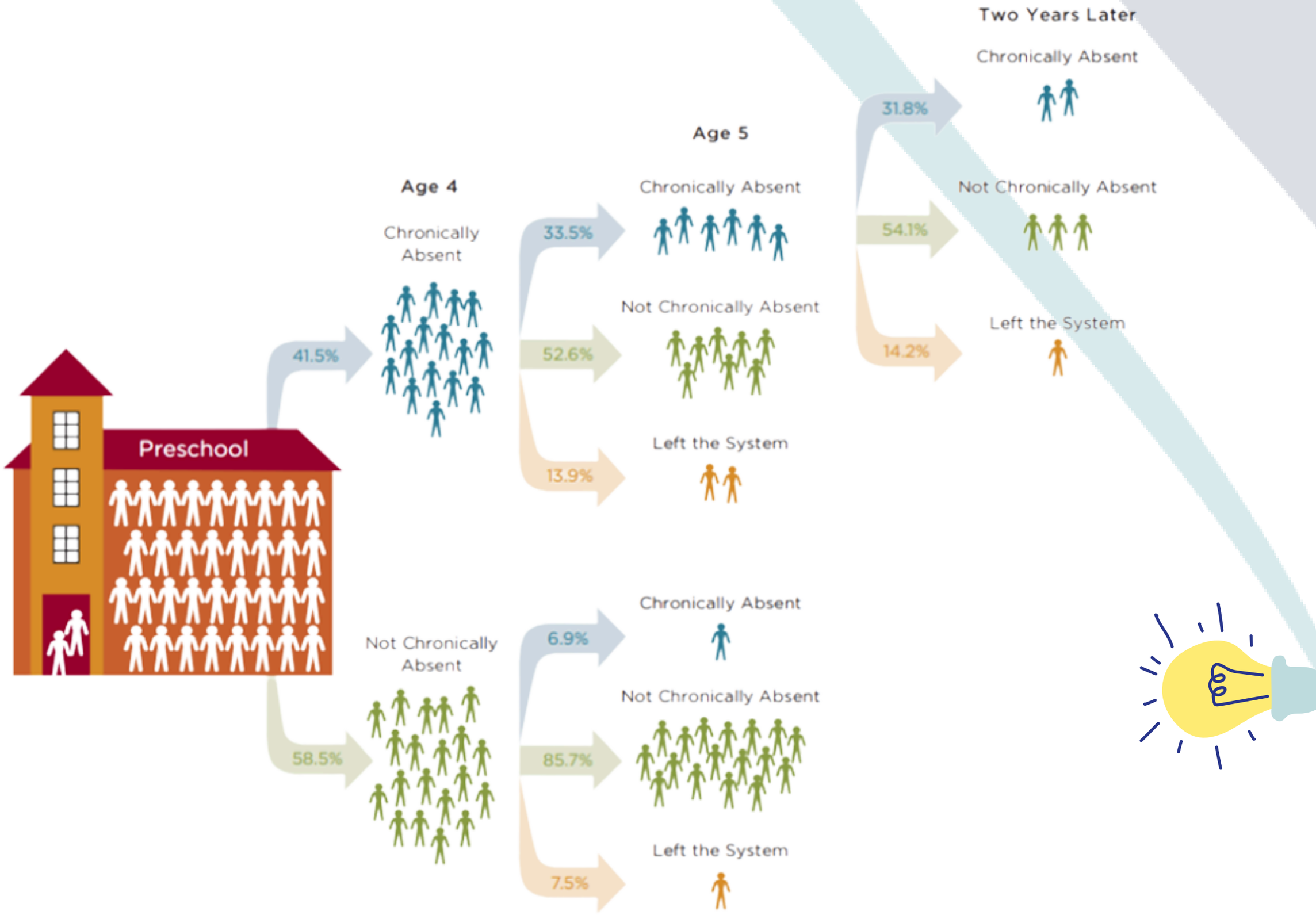
These delays were particularly pronounced in speech and language acquisition, social interaction, and emotional regulation areas that are difficult to improve without early intervention. The pandemic highlighted how even short-term disruption to early years education can lead to long-term developmental consequences, particularly for children from disadvantaged backgrounds.

Chronic Absenteeism and Long-Term Effects

Chronic absenteeism in preschool has significant long-term effects, increasing the likelihood of continued absenteeism in subsequent school years (Ehrlich et al., 2013; Wu, 2024). A study by Ehrlich et al. (2013) found that children who are chronically absent in preschool are five times more likely to be chronically absent by second grade. The negative impact of early absenteeism only intensifies with each year of missed school, particularly for those who miss both preschool and kindergarten, leaving them vulnerable to ongoing absenteeism (see figure 0).



One-third of chronically absent four-year-olds continue to be chronically absent in kindergarten; of those students, more than 30 percent are still chronically absent in second grade.



(Figure 0)

Preschool attendance trends by students (Ehrlich et al., p.21).

Wu (2024) emphasises that habits formed in the early school years can have lasting effects on academic performance. Chronic absenteeism in preschool and kindergarten is a strong predictor of poor educational outcomes. In fact, research indicates that the earlier a child begins missing school, the more significant the long-term impact on their academic trajectory. Children who are chronically absent in both preschool and kindergarten are more likely to struggle in later years, with many still facing attendance issues in second grade. These students often have lower reading scores and may require intensive intervention.

The Role of Parental Attitudes

Parental attitudes toward attendance also play a critical role. A study by Ehrlich et al. (2013) found that children whose parents view preschool attendance as equally important as attendance in later grades generally have better attendance records. In contrast, children whose parents underestimate the significance of preschool are more likely to be chronically absent. Although most parents in the study acknowledged the value of preschool, not all fully recognised that consistent attendance at this stage is just as vital as in later years.

This gap in understanding is a chance to make a difference. Clear, culturally appropriate messaging can help parents see why regular preschool attendance matters just as much as it does in later school years. Public health-style campaigns that make regular attendance feel like the norm can help shift behaviour and lead to better long-term outcomes for children.

The Role of Early Childhood Education in Preventing Absenteeism

Recent research by Wood et al. (2024) underscores the critical role of early years education in setting the foundation for long-term engagement with schooling. The study highlights that the seeds of persistent absenteeism are sown early in childhood, rooted in inadequate 'school readiness'. Disruptions to pre-school experiences exacerbated by the pandemic have led to growing numbers of children entering primary school without the developmental, social, and emotional preparedness needed to thrive. This lack of readiness is strongly linked to later patterns of absenteeism, which, according to the authors, risks becoming a widespread and entrenched crisis unless urgent remedial action is taken (Wood et al., 2024).

The Education Endowment Foundation (2022) also emphasises that regular attendance in early childhood is essential for establishing learning routines, positive attitudes toward education, and behavioural readiness. When children miss this foundational stage, they are more likely to experience challenges adapting to formal schooling, increasing the risk of absenteeism in later school years.

Heckman et al. (2012) argue that investment in early childhood yields substantial returns, including increased high school graduation rates, reduced criminal involvement, and improved labour market participation, further reinforcing the need to prioritise early years education and attendance.



Early Childhood Education in Ireland: Gaps in Attendance and the First 5 Strategy

Ireland’s First 5: A Whole-of-Government Strategy for Babies, Young Children and their Families (2019–2028) provides a progressive and ambitious framework for enhancing early childhood education and care (ECEC), focusing on increased investment, access, quality, and inclusion. However, while the strategy outlines actions to improve the availability and affordability of early learning, it does not explicitly address regular attendance, a factor that is increasingly recognised as critical to maximising the developmental benefits of early education.

Recent data in Ireland highlights the relatively low participation of children under the age of three in formal early years provision in Ireland. According to the European Commission's Education and Training Monitor 2024, only 22.1% of children in this age group were enrolled in early childhood education and care services, compared to the EU average of 37.5%. This figure falls significantly short of the EU’s 2030 target of 45% participation for children under three. In contrast, participation among children aged three and over was higher at 93.2%, though still below the EU target of 96% (European Commission, 2024). Early Childhood Ireland has drawn attention to these figures in their policy commentary, emphasising the urgent need for increased investment and structural support to ensure greater access and equity in early years provision, particularly for the youngest children (Early Childhood Ireland, 2024).

Conclusion



The evidence underscores the critical importance of regular preschool attendance in fostering academic, social, and emotional development. Chronic absenteeism during these formative years can have lasting negative effects, influencing a child's long-term educational trajectory. By prioritising consistent preschool attendance and fostering strong partnerships with parents, caregivers, and communities, we can provide all children with a strong foundation for positive educational outcomes and the opportunity to reach their full potential.

Given that First 5 aims to promote equity and ensure that all children have a strong start in life, incorporating a focus on regular attendance could enhance its impact. Without consistent participation, access alone may not be sufficient to deliver the intended outcomes, especially for children from disadvantaged backgrounds who are most at risk of missing out.

Several initiatives in the United States demonstrate the effectiveness of targeted campaigns in improving attendance in early childhood education. In Grand Rapids, the bilingual “Strive for Less than Five” campaign, which used billboards, posters, and community incentives, led to a 25% reduction in chronic absenteeism. Pittsburgh’s “Be There” initiative mobilised community responsibility through toolkits, contests, and communication strategies aimed at normalising regular attendance. These examples suggest that consistent messaging, early intervention, and community involvement can significantly influence attendance behaviours, offering relevant lessons for policy development in Ireland (Attendance Works, n.d.).



Surveys

Introduction

This section of the report deals with the data from the four surveys.

Surveys were conducted with parents on the NPC database who had given their consent for such contact. Parents and children in primary, special, and post-primary schools were included in the surveys.

There were four separate surveys. The response numbers are as follows:

Primary children 625
Post primary students 851
Primary parents 2741
Post primary parents 1243

All four surveys were live from 19th May to the 8th June 2025.

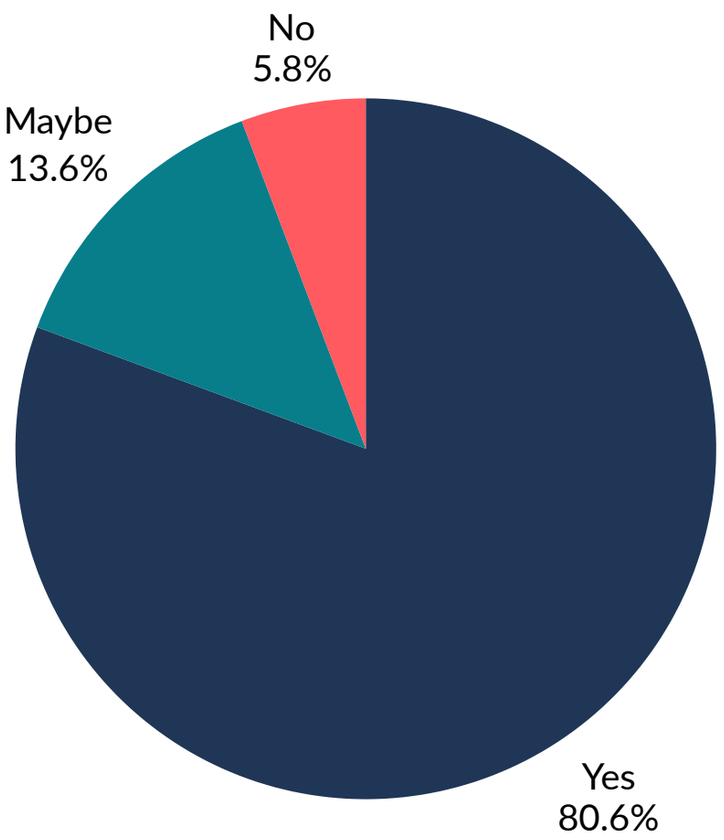
Each survey is reported on separately below.



Surveys Findings

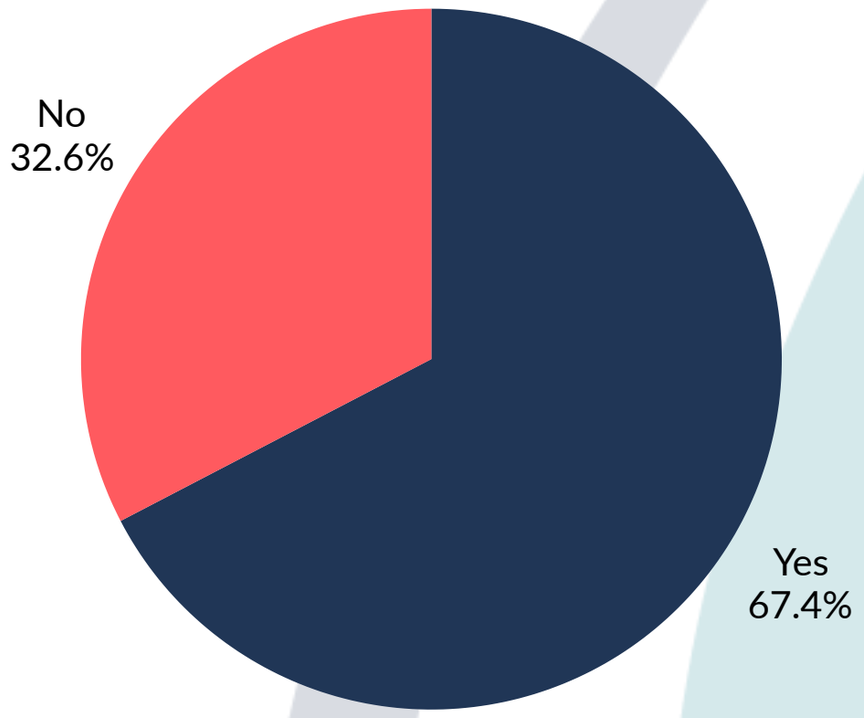
Helping Every Child Go to School- Survey for Primary School Children

The majority of primary school children (81%) believe going to school every day is important (see figure 1).



(Figure 1)
Do you think going to school every day is important?

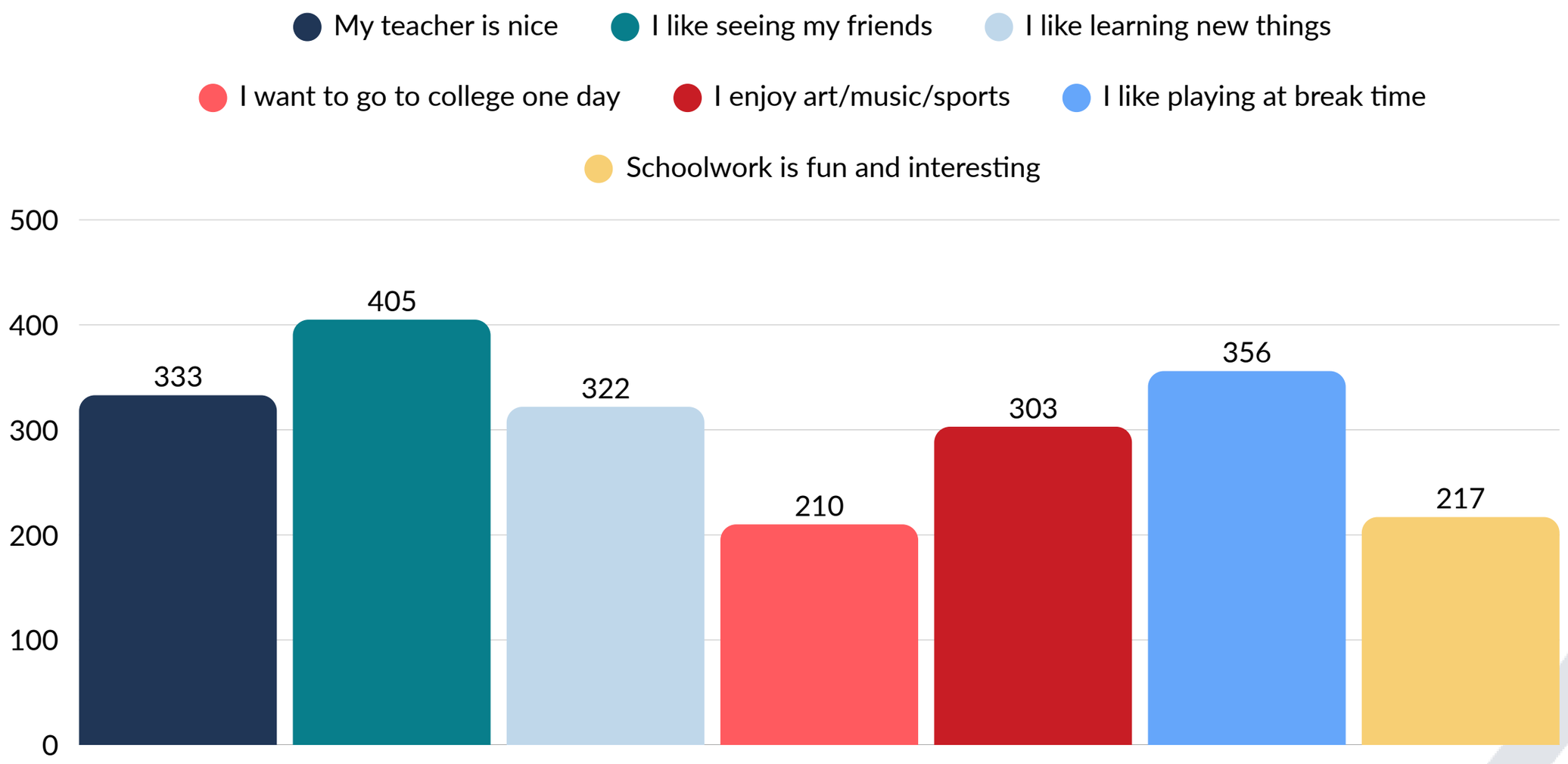
Most primary school children (67%) like to go to school every day, although a significant minority reported that they do not (33%) (see figure 2).



(Figure 2)
Do you like going to school everyday?

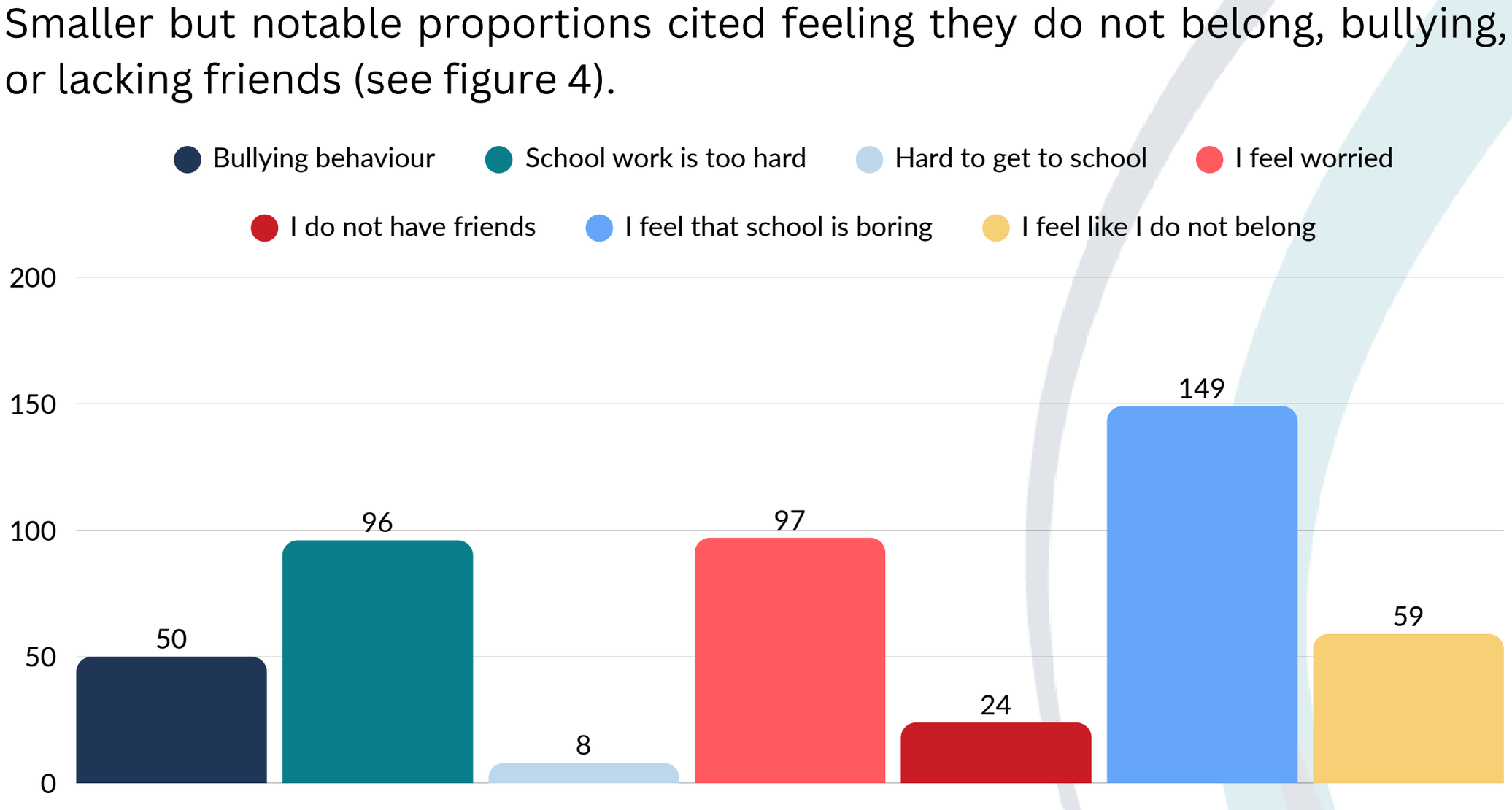
In the following questions, respondents were asked a series of questions allowing for multiple responses per question. As a result, the percentage values may add up to more than 100%. This reflects the fact that participants could select all options that applied to them, providing a broader view of their experiences and preferences.

Most children said they enjoy school because they can see their friends (96%) and play at break time (84%). Enjoyable lessons, nice teachers, and activities like art, music, and sports were also key motivators, while fewer cited schoolwork or future goals like college as reasons (see figure 3).



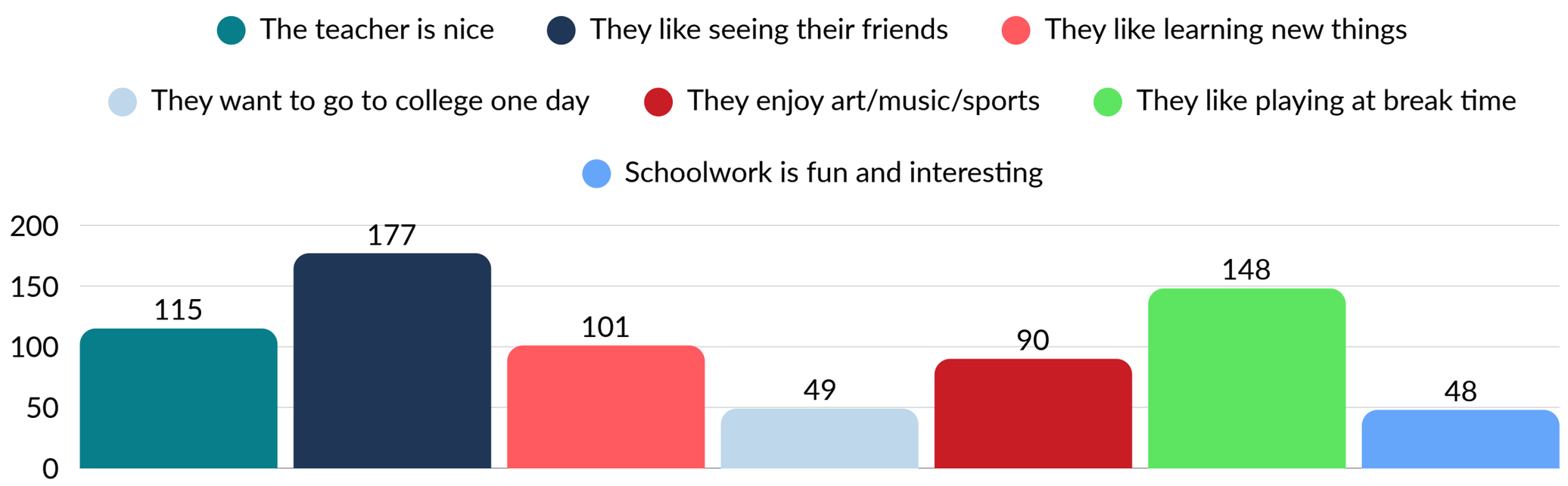
(Figure 3)
Why do you like to go to school everyday? Tick as many options as you like

The most common reason children gave for not liking school was boredom (73%), followed by feeling worried (48%) or finding the work too hard (47%). Smaller but notable proportions cited feeling they do not belong, bullying, or lacking friends (see figure 4).



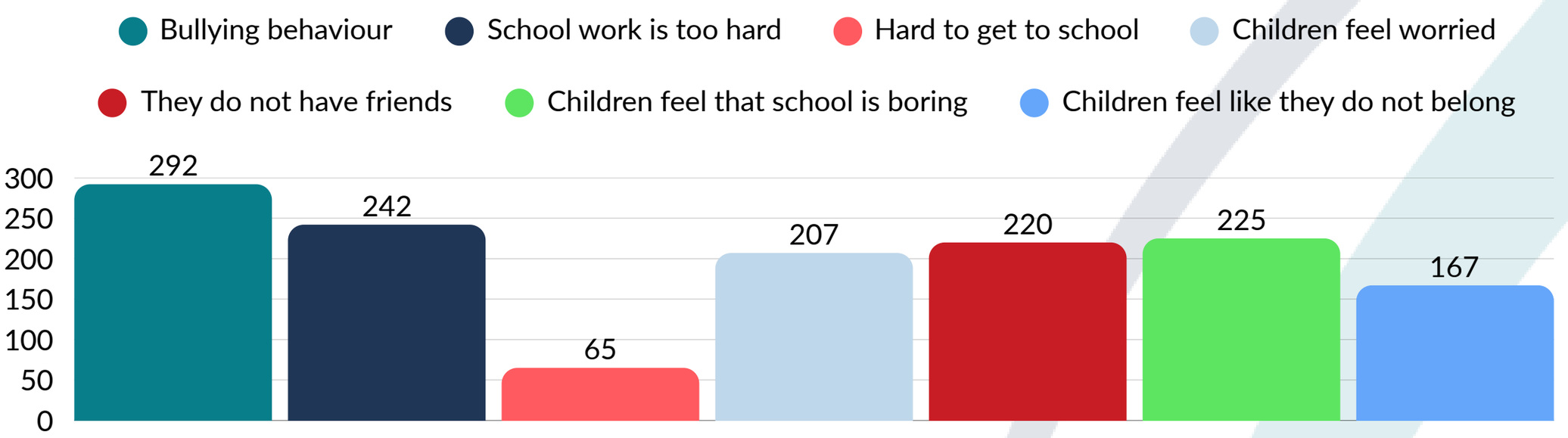
(Figure 4)
Why do you not like to go to school sometimes? Tick as many options as you like

When asked why they thought **others** might like going to school, most children pointed to seeing friends (87%) and playing at break time (73%). Enjoying lessons, nice teachers, and creative activities like art, music, and sports were also frequent reasons, while fewer mentioned schoolwork or future goals (see figure 5).



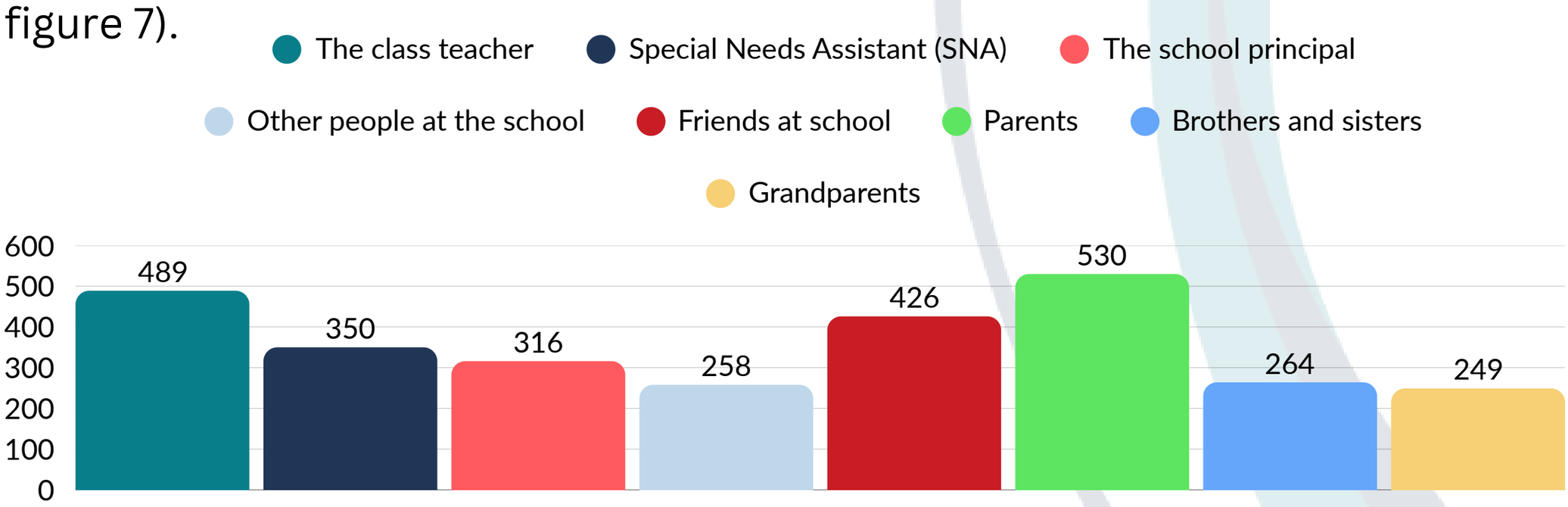
(Figure 5)
Why do you think some children like to go to school everyday? Tick as many options as you like

When asked why they thought **others** might not like going to school, most children pointed to bullying (69%), difficult schoolwork (57%), and boredom (53%). Social exclusion, worry, and lacking friends were also common perceptions of why peers might avoid school (see figure 6).



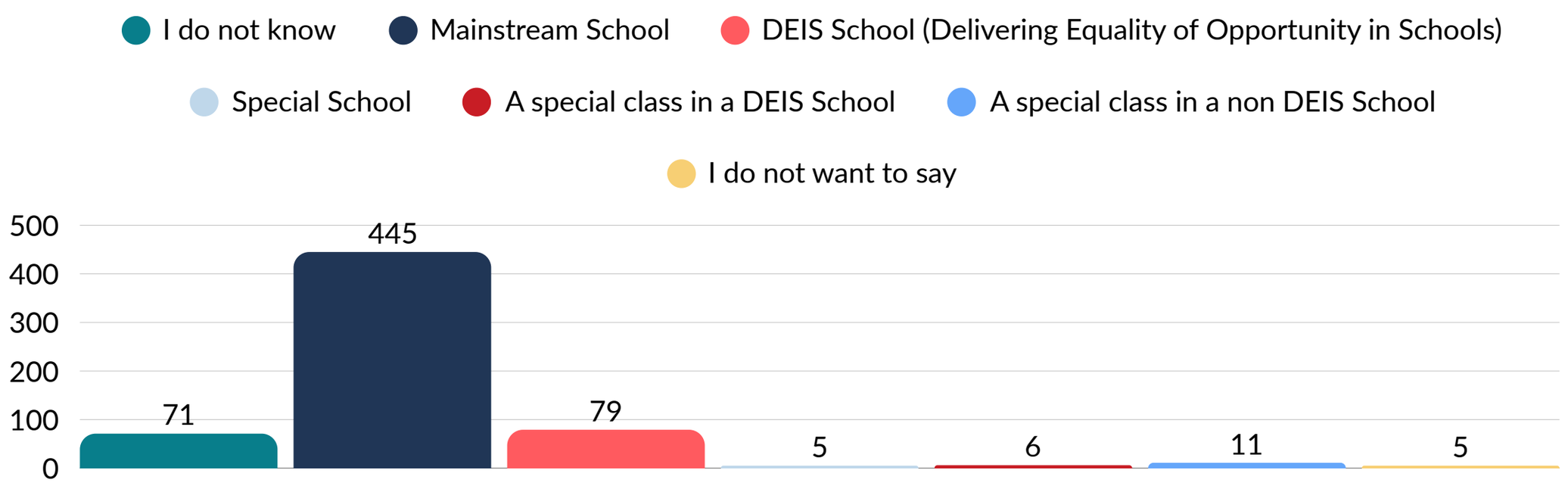
(Figure 6)
Why do you think some children do not like to go to school sometimes? Tick as many options as you like

Primary school children believe parents (85%) and class teachers (78%) are the most important supports for helping children attend school regularly. Friends (68%), Special Needs Assistants (SNA) (56%), and principals (50%) are also seen as key influences, alongside siblings and extended family (see figure 7).



(Figure 7)
If children are not going to school every day and need help, who do you think could help? Tick as many options as you like

The majority of the children who responded to the survey attend mainstream schools (see figure 8).



(Figure 8)
What is the type of school you go to?

Key Insights- Primary Children

The results show a strong connection between enjoyment of school and the belief that attending is important. Children who enjoy school are far more likely to rate it as important compared with those who do not. Social interaction emerges as the biggest driver of enjoyment, with seeing friends, playing at break, and having a nice teacher all ranked highly. Academic reasons or future-oriented motivations are less common at this stage.

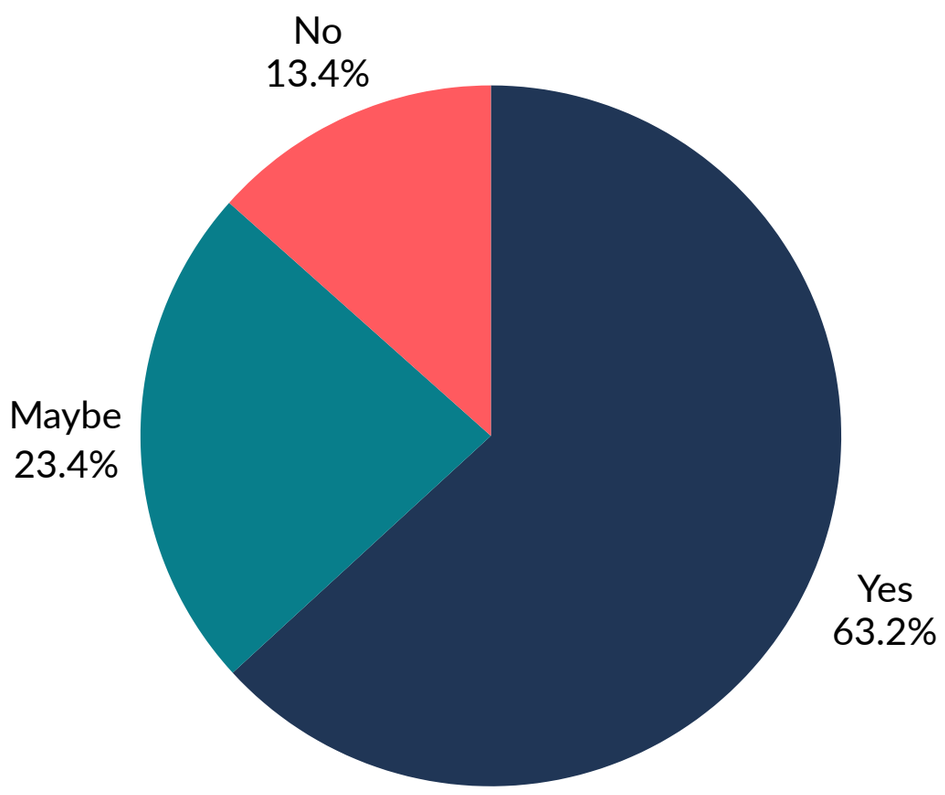
When discussing why they personally dislike school, boredom is the most cited reason, while worry is mentioned less frequently. However, when asked why others might dislike school, children most often pointed to bullying and a lack of belonging, followed by difficult schoolwork and worry. This contrast indicates that children distinguish between their personal lack of engagement (boredom) and the challenges they believe their peers face, such as social and safety concerns.

In terms of support, parents are the most commonly identified source of help for primary children, followed by teachers and friends. This shows that at the primary level, trust in adults at school remains strong. Overall, the results point to two main needs: engaging children more effectively in their learning and creating a safer, more inclusive environment for everyone.



Why Do Students Miss School? Let's Talk! - Survey for Post-Primary students

The majority of post-primary school students (63%) believe going to school every day is important, however, a significant minority do not agree (37%) (see figure 9).



(Figure 9)
Do you think going to school every day is important?

More than half of post-primary school students (59%) said that they do not like going to school every day (see figure 10).

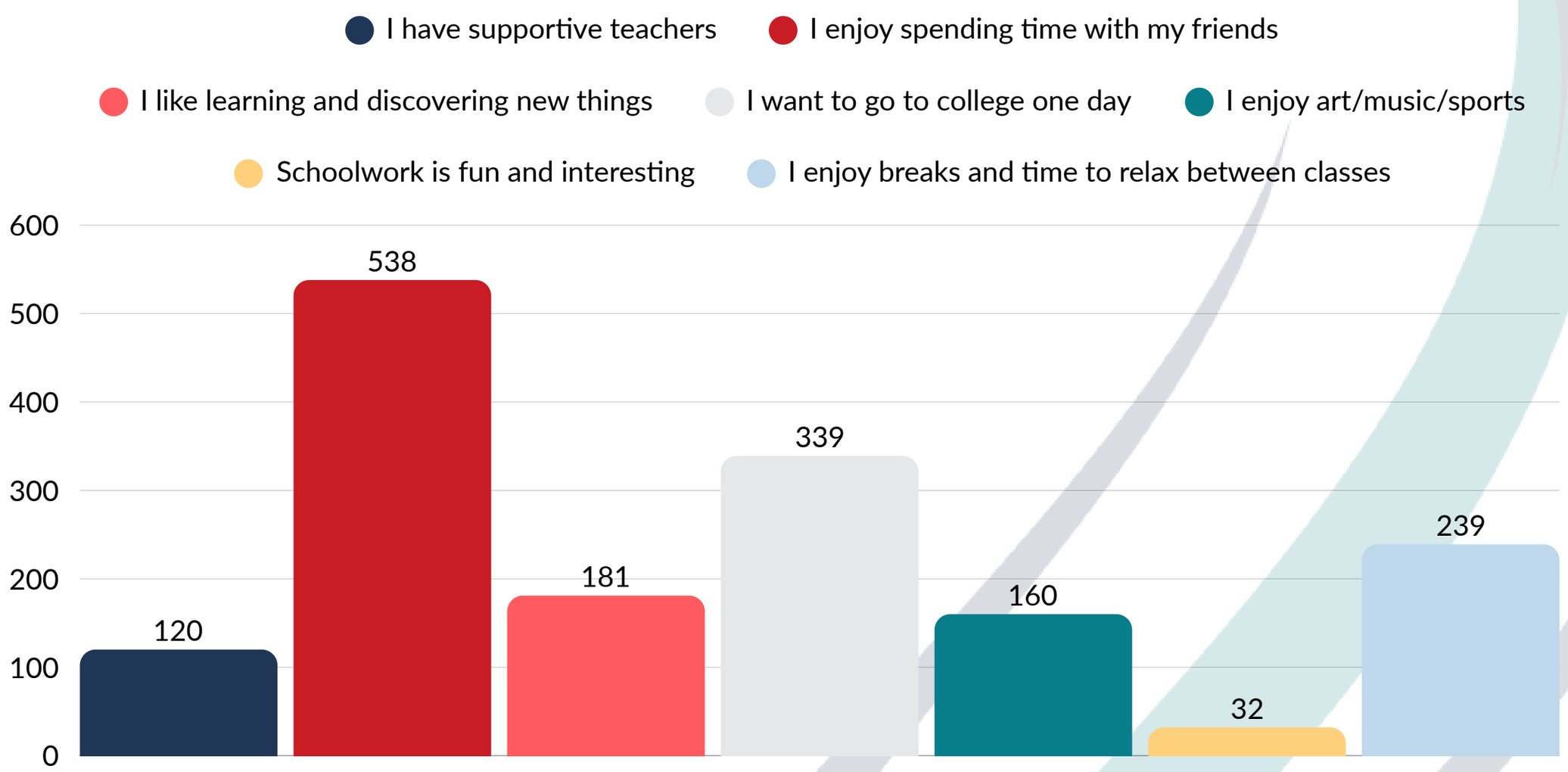




(Figure 10)
Do you like going to school everyday?

In the following questions, respondents were asked a series of questions allowing for multiple responses per question. As a result, the percentage values may add up to more than 100%. This reflects the fact that participants could select all options that applied to them, providing a broader view of their experiences and preferences.

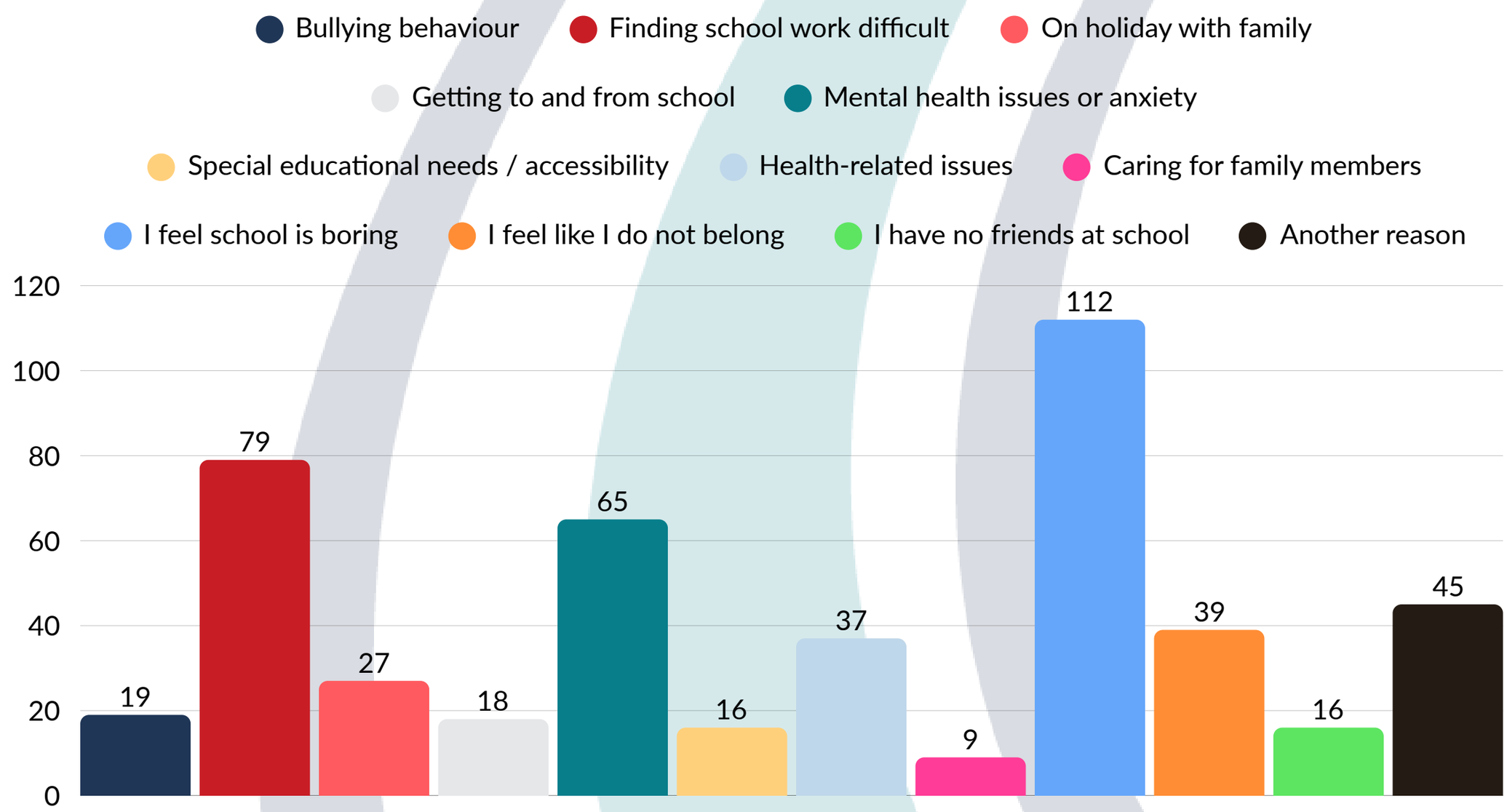
The top reason students enjoy school is spending time with friends (81%), followed by enjoying breaks between classes (36%) and wanting to go to college in the future (51%). Learning new things and participating in arts, music, or sports are less common motivators, and only a small number find schoolwork itself fun and interesting (see figure 11).



(Figure 11)

Why do you like to go school everyday?

Students most commonly cite boredom (57%), academic difficulty (42%), and mental health or anxiety (36%) as reasons for disliking school, but there were significant numbers referencing feelings of not belonging or health-related concerns (see figure 12).

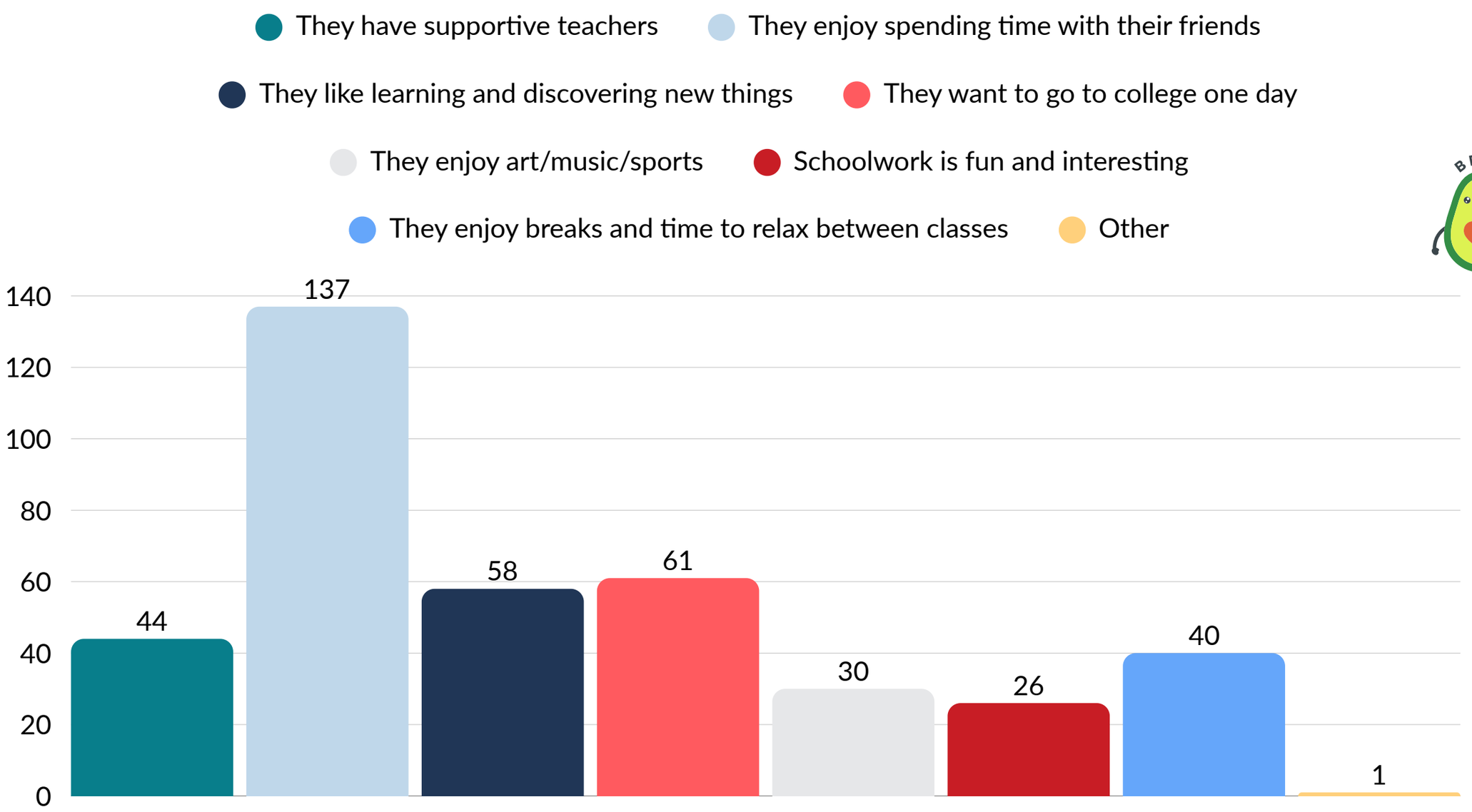


(Figure 12)

Why do you not like to go to school sometimes?

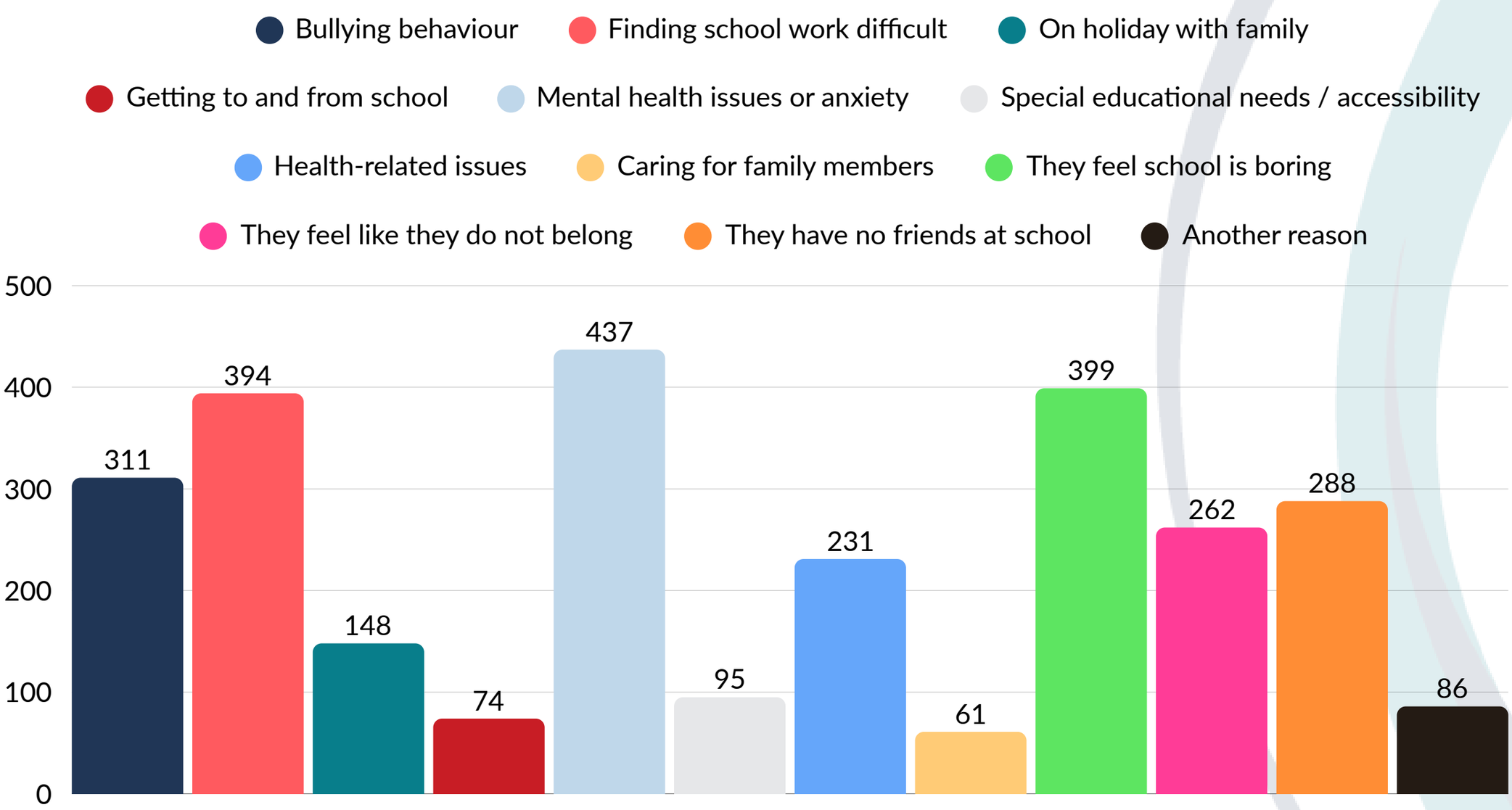


The majority of students say **peers** enjoy school mainly for social reasons, particularly being with friends (74%). College goals (33%) and a love of learning (31%) follow, while fewer mention breaks, helpful teachers, or creative tasks (see figure 13).



(Figure 13)
Why do you think some students like to go to school everyday?

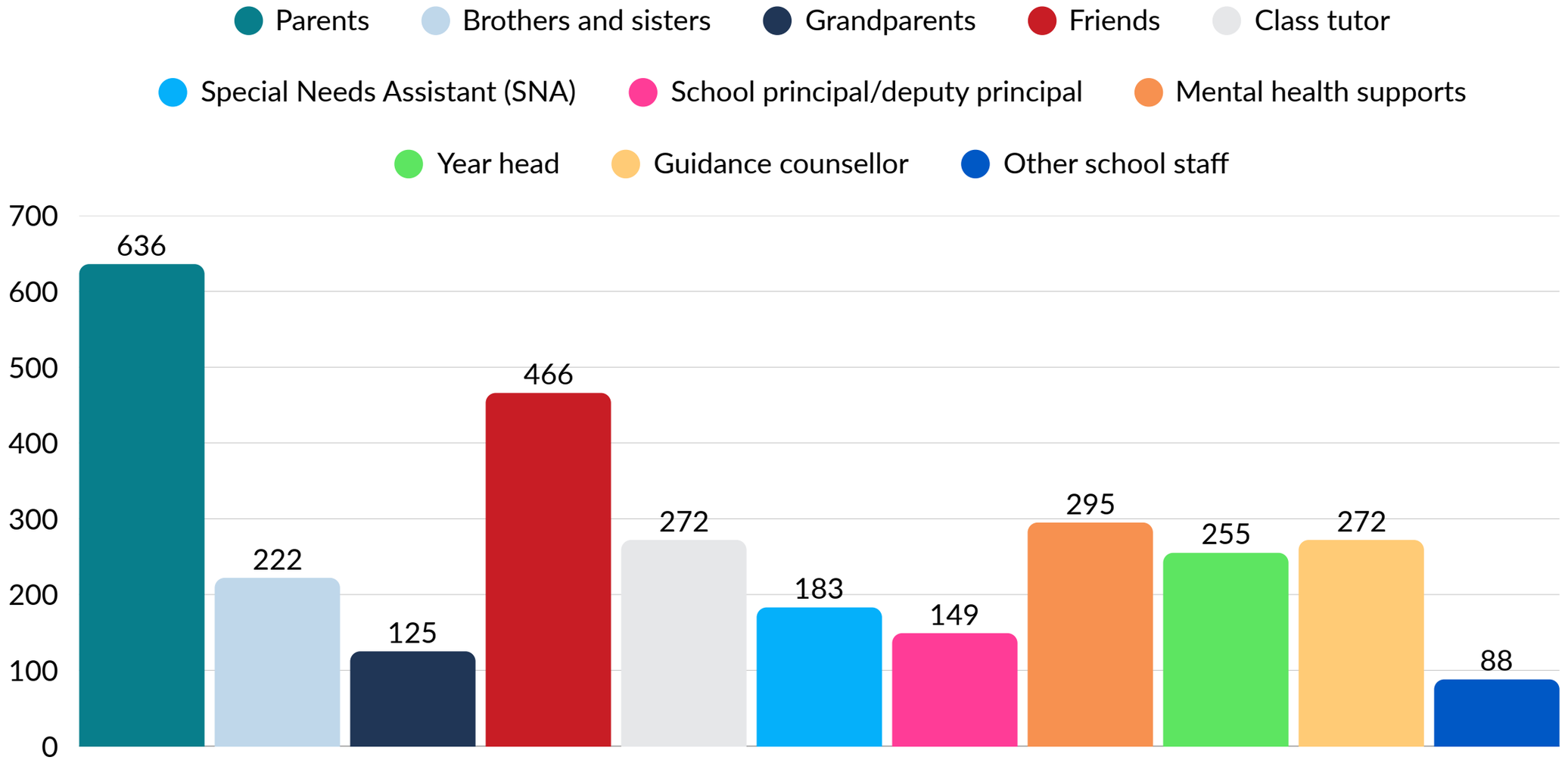
Students believe **others** dislike school mainly due to mental health issues or anxiety (66%), boredom (60%), and finding the work too hard (59%). Bullying (47%) and social exclusion (39%) are also common concerns. Additional comments highlight disengagement caused by neurodivergent challenges, burnout, academic pressure, and a perception that schools do not always accommodate individual needs (see figure 14).



(Figure 14)
Why do you think students do not want to go to school sometimes?

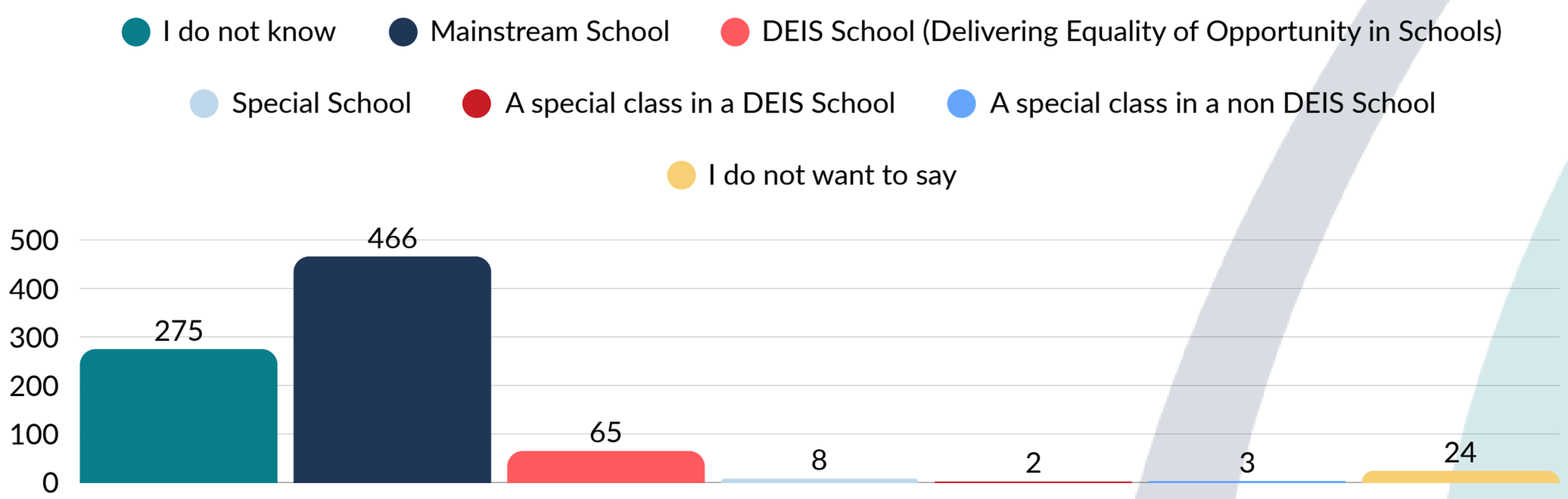


Students view parents (75%) and friends (55%) as the most important sources of support for improving attendance. This is followed by mental health services (35%), guidance counsellors (32%), and class tutors (32%). Other school staff, including year heads and SNAs, are also acknowledged. These findings emphasise the critical role of both home and school relationships, along with access to mental health support, in encouraging consistent school attendance (see figure 15).



(Figure 15)
If students are not going to school every day and need help, who do you think could help?
Tick as many options as you like

The majority of students who responded to the survey attended mainstream school (see figure 16).



(Figure 16)
What is the type of school you go to?



Key Insights- Post-Primary students

Enjoyment rates highly as a reason why students attend post-primary schools and social interaction emerges as the biggest driver of enjoyment, with seeing friends, playing at break, and having a supportive teacher all ranked highly. Academic reasons or future-oriented motivations are less common at this stage.

When discussing why they personally dislike school, boredom is the most cited reason, while worry is mentioned less frequently. However, when asked why others might dislike school, students most often pointed to bullying and a lack of belonging, followed by difficult schoolwork and worry. This contrast indicates that students distinguish between their personal lack of engagement (boredom) and the challenges they believe their peers face, such as social and safety concerns.

In terms of support, parents are the most commonly identified source of help for post-primary students, followed by teachers and friends. This shows that at the post-primary level, trust in adults at school remains strong. Overall, the results point to two main needs: engaging students more effectively in their learning and creating a safer, more inclusive environment for everyone.

Voices from Students

The following comments from Primary and Post-Primary students provide direct insight into the experiences, challenges, and motivations behind their school attendance. These quotes illustrate the human side of the survey data, offering a deeper understanding of the emotions and perspectives that statistics alone cannot capture.



Social and Relational Experiences

Many students linked their enjoyment of school to social connections. **Primary** school children described the importance of inclusion, friendships, and playtime, with one stating,

> "If everyone got to include everyone in the yard that would be nice"

while another noted,

> "Friendship exclusion and favouritism shown by teachers and principal".

Other children pointed out the joy of seeing friends each day, with one simply saying,



> "I like seeing my friends in school".

Post-primary students echoed these sentiments but also expressed feelings of isolation:

> "I have friends but feel like none of them like me"

> "They might have no one to talk to and are nervous to come in"

> "Waiting on classes to start feeling like who do I talk with"

Some highlighted the loss of connections when friends moved away or left school:

> "My best friend moved school and now I have no one".

These responses suggest that while friendships can encourage attendance, a lack of belonging can be a significant deterrent.



School Environment and Learning

Some **Primary** school children described frustration with a lack of challenge or unsuitable teaching approaches:

"I find all my work too easy and boring. School does not help me to do work that is suited to my clever brain"

"I get lost in class, because I don't understand what my teacher is talking about most of the time".

A few wanted more engaging activities:

"We should have more projects, not just worksheets".



Post-primary students frequently criticised curriculum content and teaching styles, with comments such as

"The curriculum is awful"

"You don't learn anything useful like how to do taxes"

"Bad teaching methods with some teachers".

Others highlighted a need for more practical, engaging learning:

"Too much writing, not enough practical"

"We need more real-life skills classes".



Mental Health and Wellbeing

Feelings of exhaustion, stress, and anxiety were common across both groups. **Primary** school children expressed this in vivid terms:

"I'm very exhausted by it. It's very very difficult. I always feel like my head's gonna blow up" and "I always feel like fainting. It's like stepping into a world of har dness".

One child shared,

"School makes my tummy hurt when I think about going".



Post-primary students similarly described emotional strain:

"Pressure from teachers and other students"

"School is unpaid work", and "School is a waste of energy".

Others spoke about mental health struggles,

"Sometimes I feel trapped"

"No support when I'm anxious"

"It's hard to get out of bed because I'm so stressed".



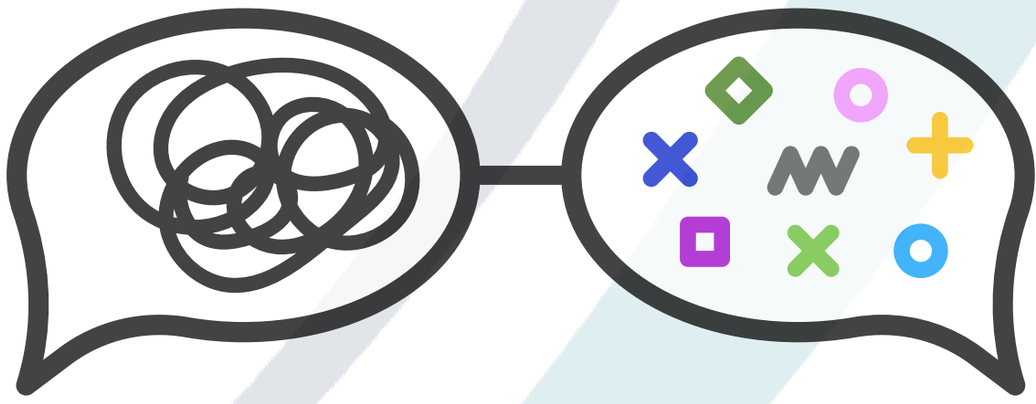
Neurodivergence and Additional Needs

Students at both levels referenced a lack of understanding and support for learning differences. One **Primary** school child explained,

> "I have ADHD and get bored if I'm not interested in what teacher is saying. Teacher is too busy to understand me".

Another said,

> "I need more help, but I feel embarrassed to ask".



Post-primary students were more explicit about sensory and emotional overload:

> "Teachers forget I'm autistic"

> "Autistic burnout"

> "School too overwhelming"

> "Hidden disabilities with no type of management".

One student summarised their experience as,

> "Every day feels like too much noise and not enough understanding".



Disciplinary Practices and Fairness

Primary school children criticised blanket punishments:

> "Sometimes I feel if one person does something wrong the whole class is punished".

Others described situations where their concerns went unnoticed:

> "My teacher doesn't notice if I'm reading a book. He doesn't really care that I'm missing the lesson".



Post-primary comments suggested a perception of disrespect or lack of care from some staff, with one stating,

> "Respect is a two-way street"

and another remarking,

> "The teachers do not connect with the children".

Some felt discipline was inconsistent:

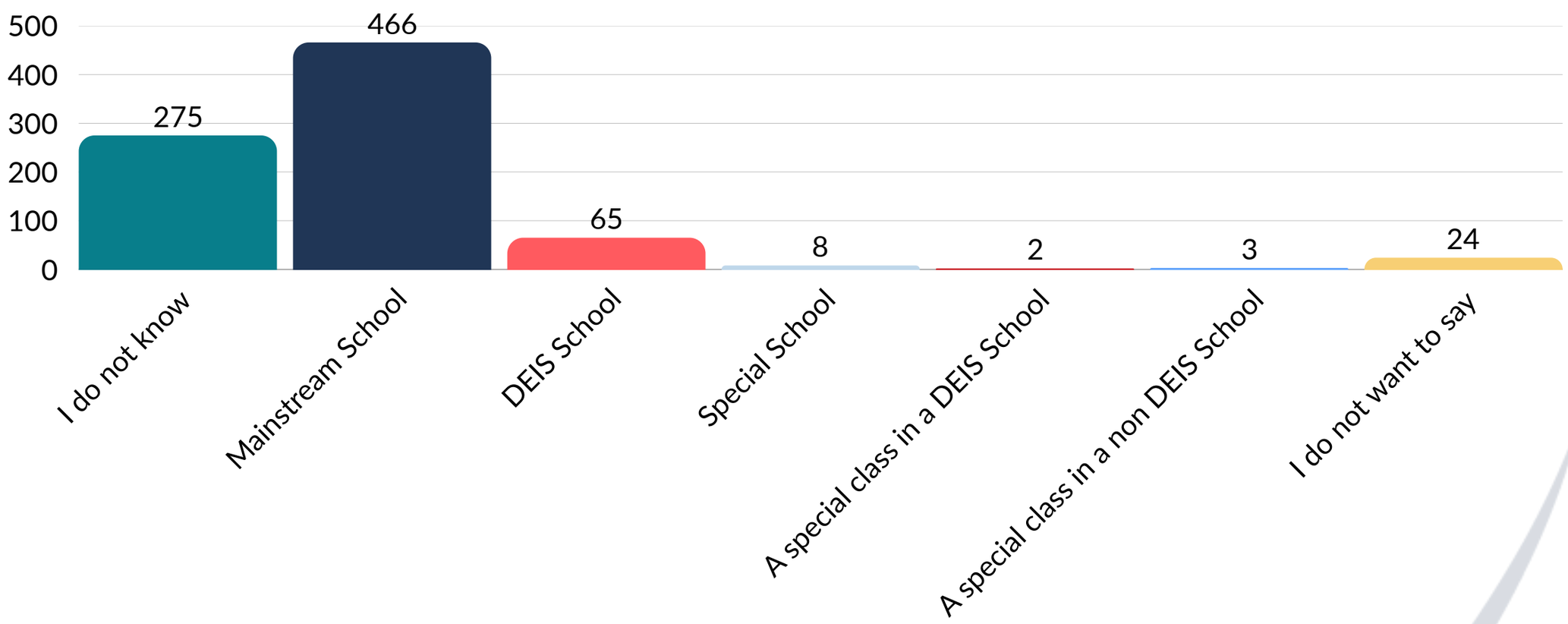
> "One teacher shouts at you for being late, another doesn't care".

Hearing directly from students provides an essential perspective that goes beyond attendance rates and survey percentages. These personal accounts reveal the underlying emotions, challenges, and motivations that shape their daily experiences. They remind us that every statistic represents a young person navigating a unique set of circumstances, and that meaningful improvements to school attendance must address not just logistical and policy barriers, but also the lived realities of students themselves.



School Attendance - Primary Schools Survey for Parents

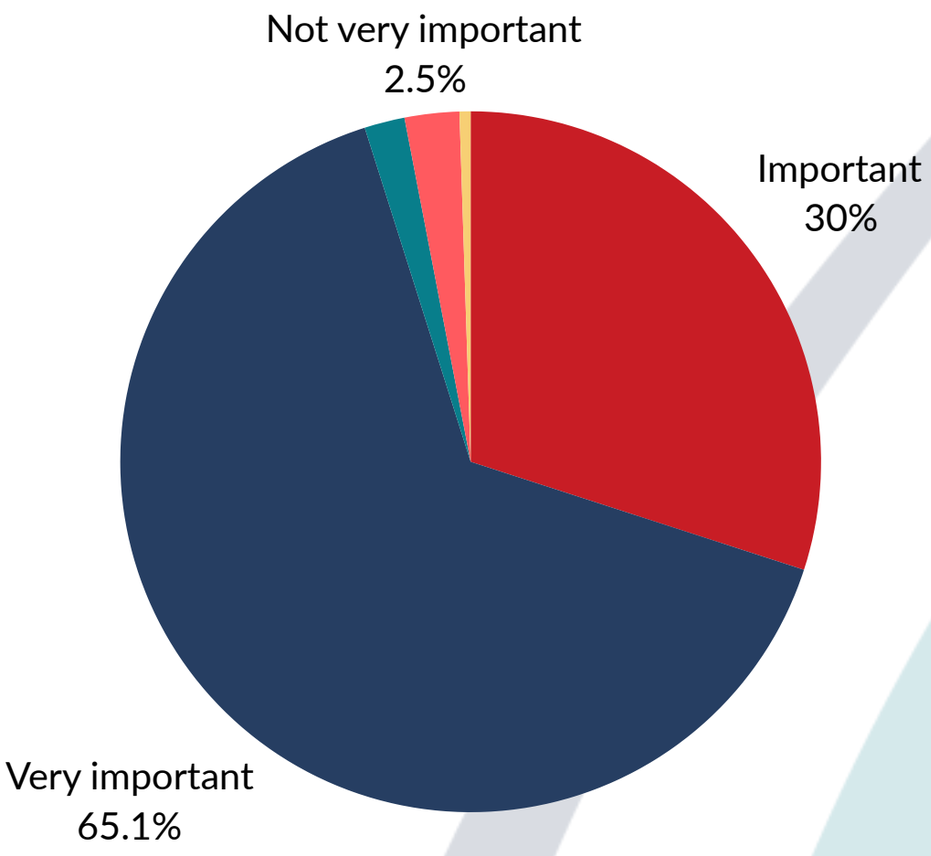
The majority of parents (86%) who responded to the survey said that their children attended mainstream school (see figure 17).



(Figure 17)
What type of school does your child go to?

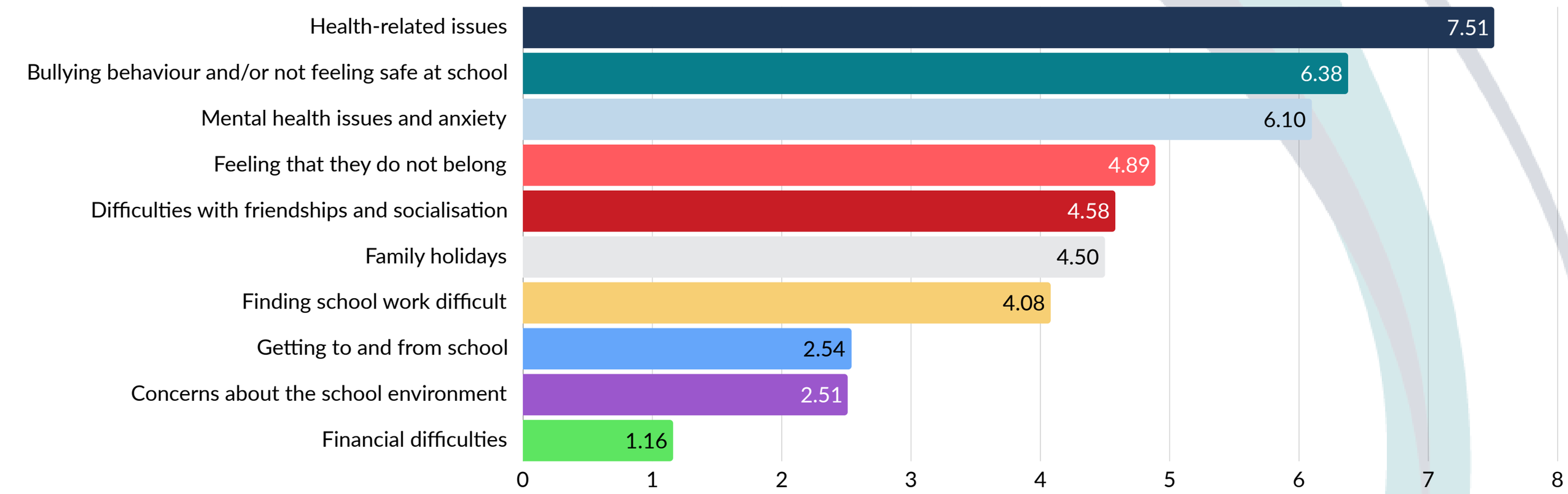
The majority of parents (65%) of primary school children believe going to school every day is very important (see figure 18).





(Figure 18)
How important do you think it is to attend school every day?

When we asked parents to rank the reasons why children sometimes do not want to go to school, the main reasons given were bullying behaviour and not feeling safe at school, closely followed by mental health issues and anxiety. A significant number of parents also highlighted the feeling of not belonging at school as a reason why children do not attend on a regular basis (see figure 19).



(Figure 19)
Which of the following do you think is the most likely. Put these in order, 1 for the most likely reason and 10 for the least likely reason.

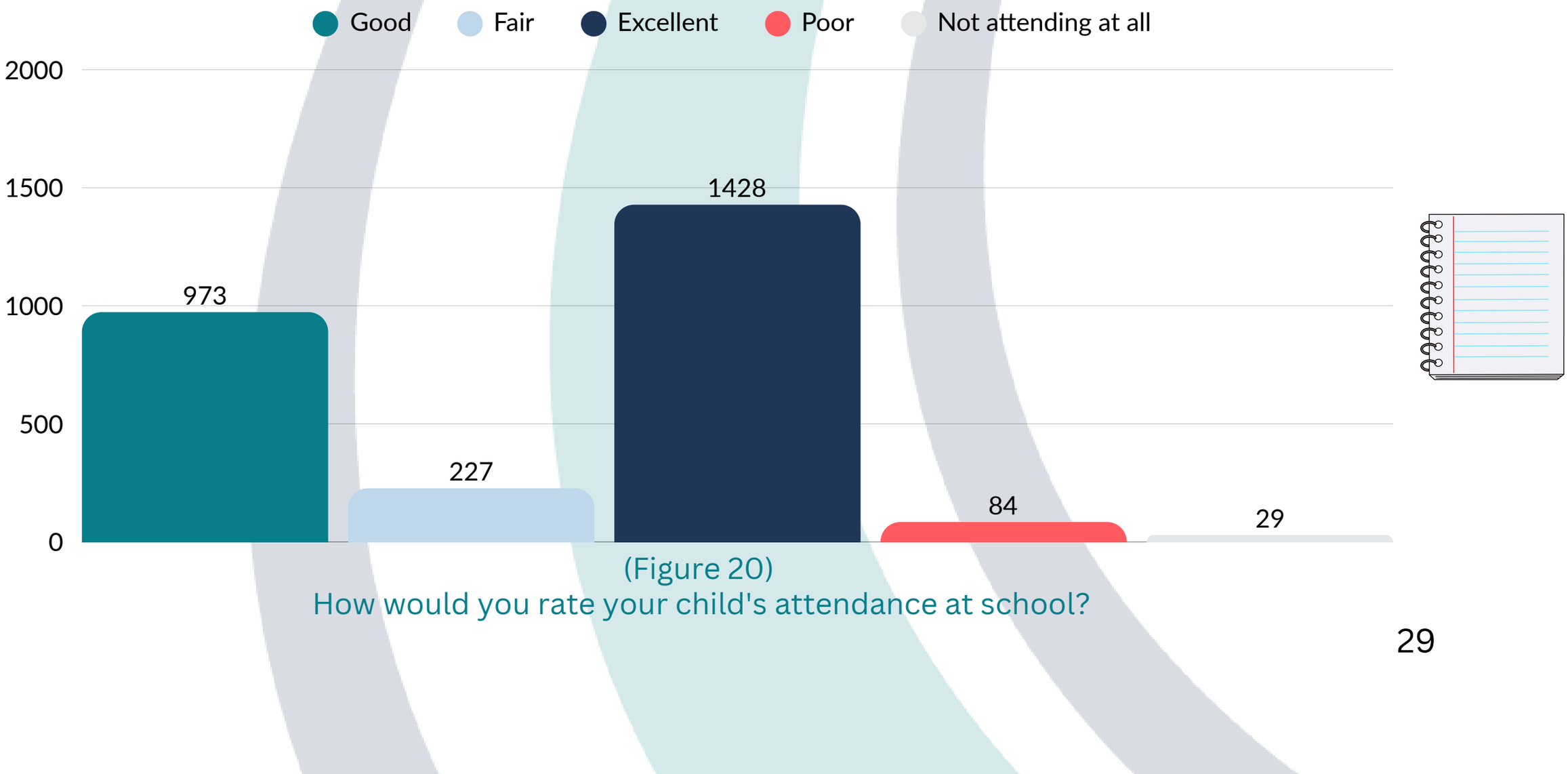
Parents who opted to give more details told us that absences often stem from physical illnesses, medical or therapy appointments, mental health needs, and fatigue or burnout—especially among neurodiverse students. They also highlighted factors such as, family emergencies, cultural or religious events, parental health or capacity, and logistical challenges like transport or childcare which could all impact attendance.

Other parents cited disengagement from the curriculum, negative teacher or peer relationships, and concerns about school facilities or safety as potential factors that might discourage regular attendance.

Parents noted that lack of adequate support, sensory challenges, and exclusionary practices can make school environments inaccessible for some students.

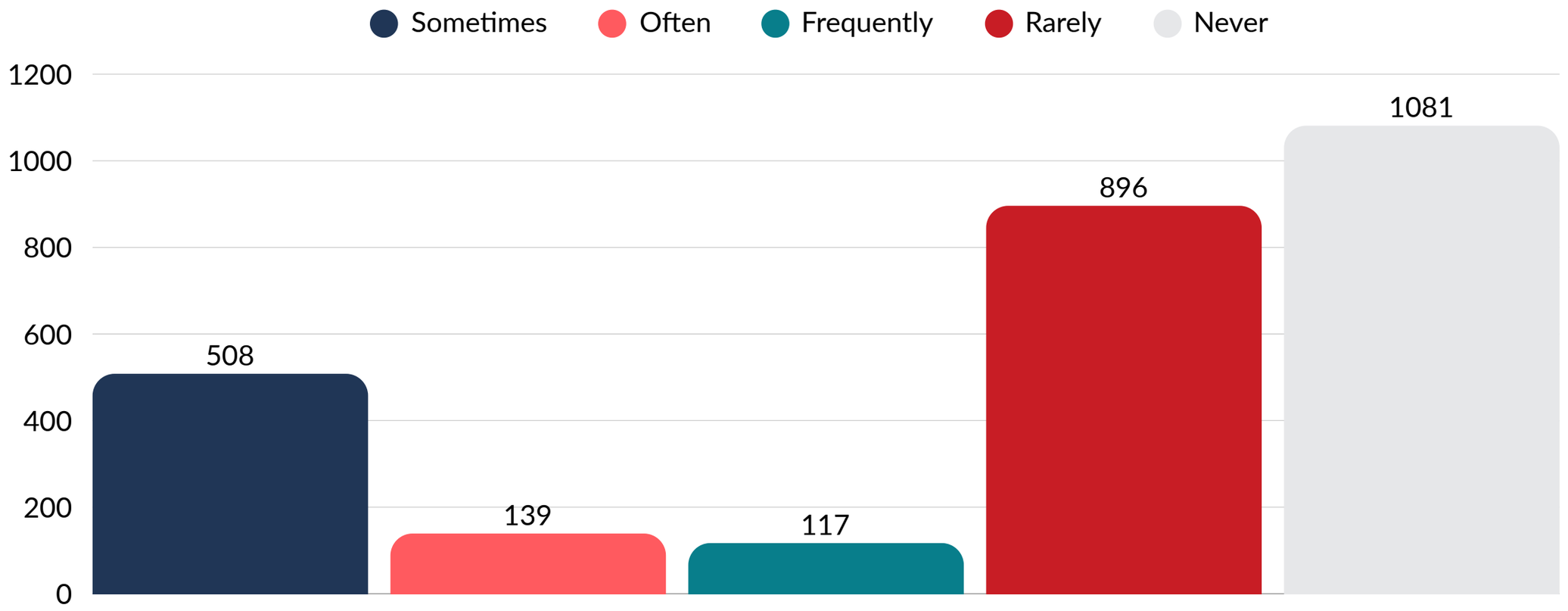
Participation in sacramental preparation or exclusion from religious activities can lead to both planned and unplanned absences with parents particularly highlighting communion and confirmation preparation as being very difficult for those who are exempt from religion in school.

When we asked parents how they would rate their child's attendance at school, most of them stated that their child's attendance is excellent or good (see figure 20).



(Figure 20)
How would you rate your child's attendance at school?

When parents were asked if they have disagreements with their children about going to school, the overall majority (72%) said they do not have disagreements (see figure 21).



(Figure 21)
Do you and your child have disagreements about going to school?

Parents who opted to give more details told us that open communication and emotional validation are key when children are struggling with school. Many described sitting down and talking things through with their children, acknowledging their feelings with phrases like,



> “ I understand how hard this is, but school is something we have to face together.”

Reassuring them that they can call home or be collected if needed has helped ease their anxiety. They also described the importance of a strong partnership with teachers. Some said they send quick notes or emails in the morning to let the teacher know if it’s been a tough start. Parents shared that they appreciate when teachers call home during the day to check in or offer support. They also noted that collaborative meetings with principals or Home School Community Liaison (HSCL) teachers have been especially helpful in finding practical solutions.

Many parents shared that predictable routines have made a big difference. A calm morning—breakfast, no rushing, and a consistent departure can set the tone for the day. For some children, a later or staggered start has helped. Gradual reintegration, like starting with half-days, has also helped rebuild confidence.

Parents said that having a familiar adult—like an SNA, Special Education Teacher (SET), or another trusted staff member—greet their child at the school gate or in a quiet room really helps their child feel more secure. That one-to-one connection can make a big difference. Some parents also noted that giving their child a small 'job' or a quick check-in before class really helps ease the transition into the school day.



Parents told us that sensory and movement breaks are essential for many of their children. Access to sensory rooms, wobble cushions, or just permission to move or chew something can help them regulate. They also pointed out that reduced homework and avoiding punishments that don’t take sensory needs into account can help.

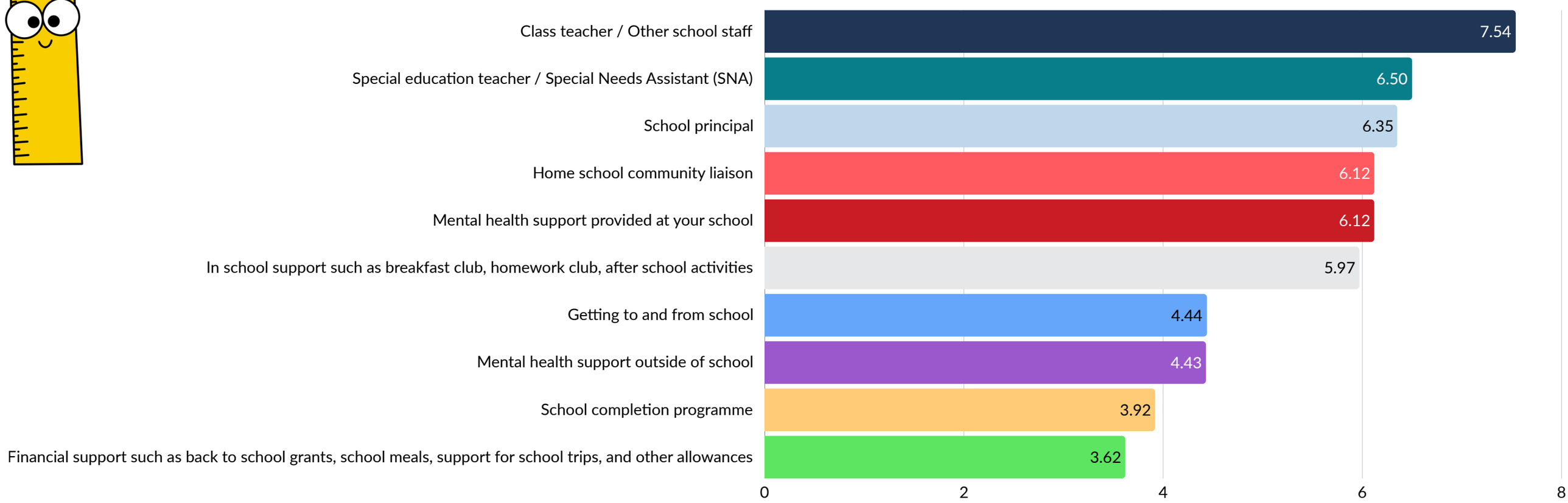
Many parents highlighted the importance of positive reinforcement in supporting their children. Whether it’s a small treat after school, a reward chart, or drawing attention to a favourite activity like PE or art, these little incentives can help keep children motivated. Parents also mentioned that arranging playdates or having a friend walk in with their child has eased morning anxiety. Some have worked closely with schools to address bullying concerns, and rebuilding friendships has played a key role in helping their children feel safe and supported again.

Parents recognised the value of mental-health days, saying that sometimes a duvet day or quiet time at home is just what their child needs to reset. Some have found support through play therapy, Cognitive Behavioral Therapy (CBT), or Child and Adolescent Mental Health Services (CAMHS). Counselling and parent-led 'reset' days have also been helpful in giving both children and families the chance to recharge.

For some families, more significant changes have been necessary—such as switching classes, changing teachers, or even moving to a different school with a more inclusive ethos



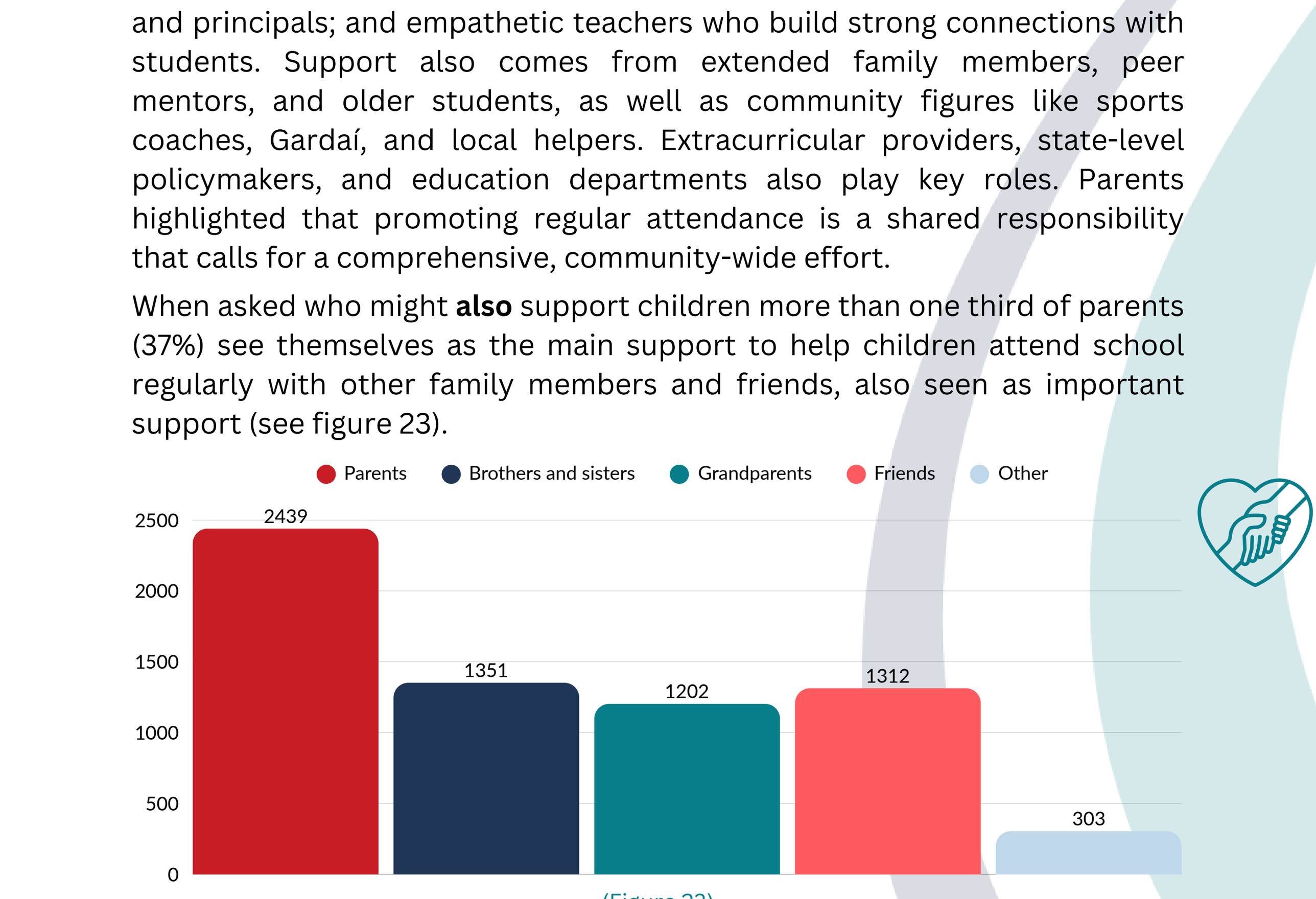
We asked parents to rank the supports they believe are most helpful in supporting children to attend school regularly the majority consider the class teacher, special education teacher, and special needs assistant as the most helpful, followed by other school staff members like the principal (see figure 22).



(Figure 22)
Which of these would be most helpful in supporting children to attend school regularly?
Put these in order, 1 for the most helpful, and 10 for the least helpful.

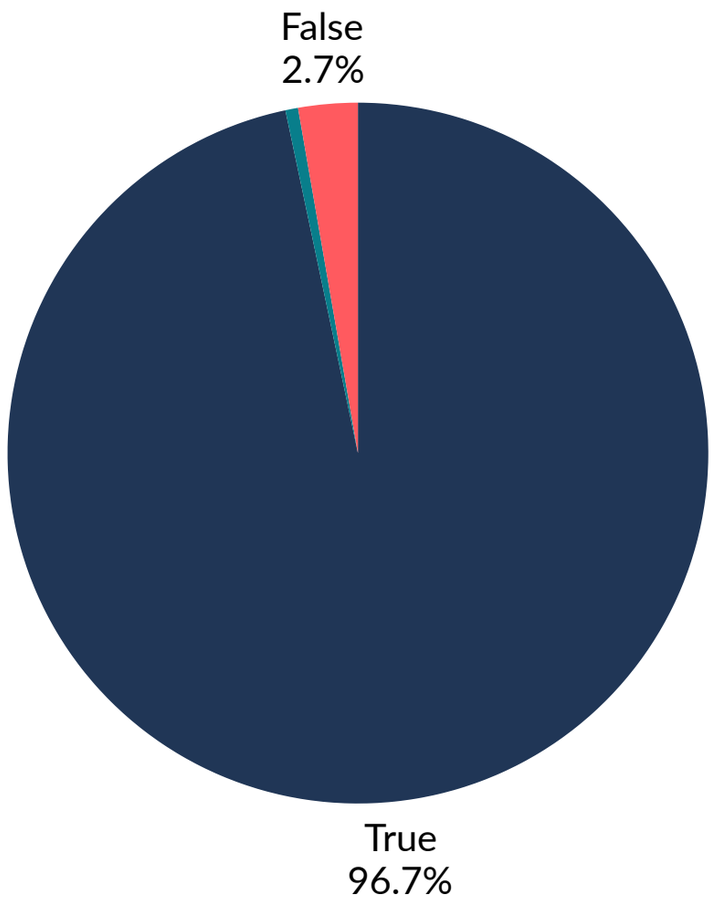
Parents pointed to a wide range of individuals and groups who contribute to supporting school attendance and children's wellbeing, extending far beyond classroom teachers. These include mental-health professionals such as Occupational Therapists (OTs), Speech and Language therapist (SLTs), and CAMHS workers; school staff like SNAs, guidance counsellors, and principals; and empathetic teachers who build strong connections with students. Support also comes from extended family members, peer mentors, and older students, as well as community figures like sports coaches, Gardaí, and local helpers. Extracurricular providers, state-level policymakers, and education departments also play key roles. Parents highlighted that promoting regular attendance is a shared responsibility that calls for a comprehensive, community-wide effort.

When asked who might **also** support children more than one third of parents (37%) see themselves as the main support to help children attend school regularly with other family members and friends, also seen as important support (see figure 23).



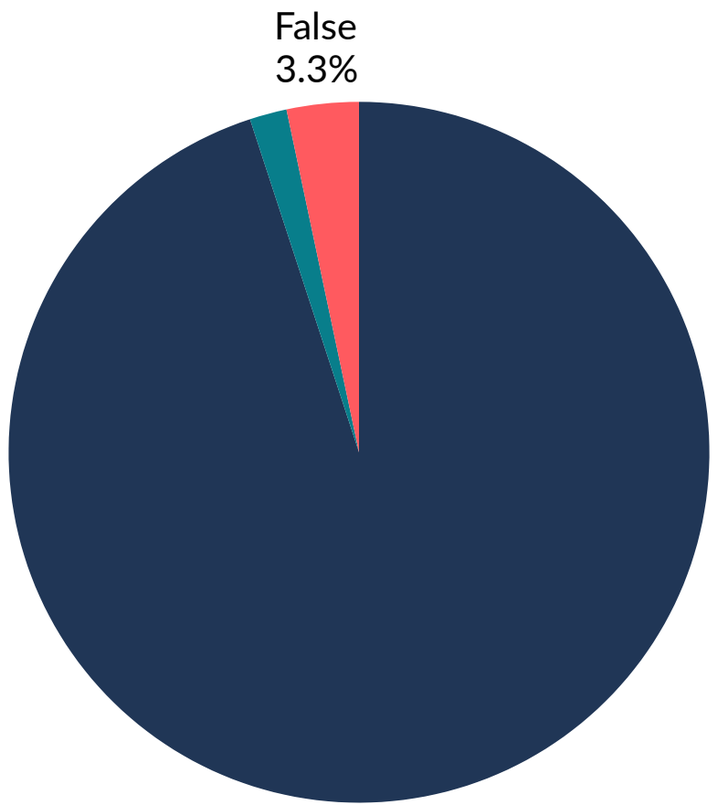
(Figure 23)
Who might also support children to have better attendance at school?

Almost all parents (97%) believe that it is their responsibility to ensure that children attend school every day (see figure 24).



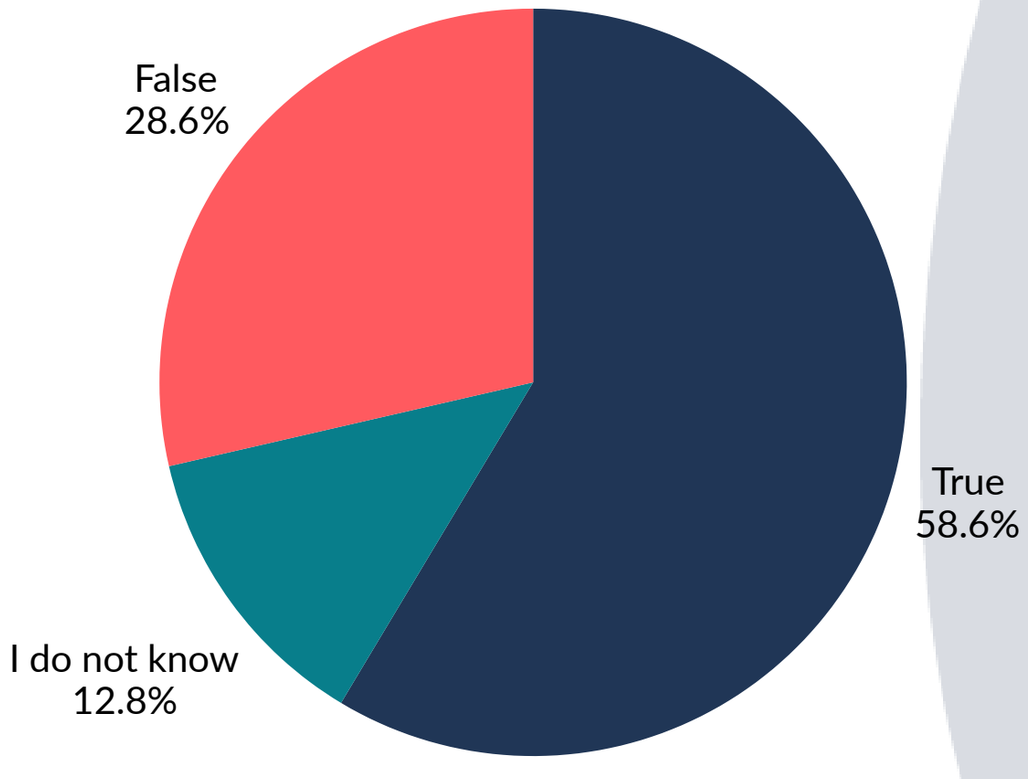
(Figure 24)
It is my responsibility as a parent/ guardian to ensure my child attends school on every school day:

Almost all parents (95%) believe that their children must attend school between the ages of 6 and 16 (see figure 25).



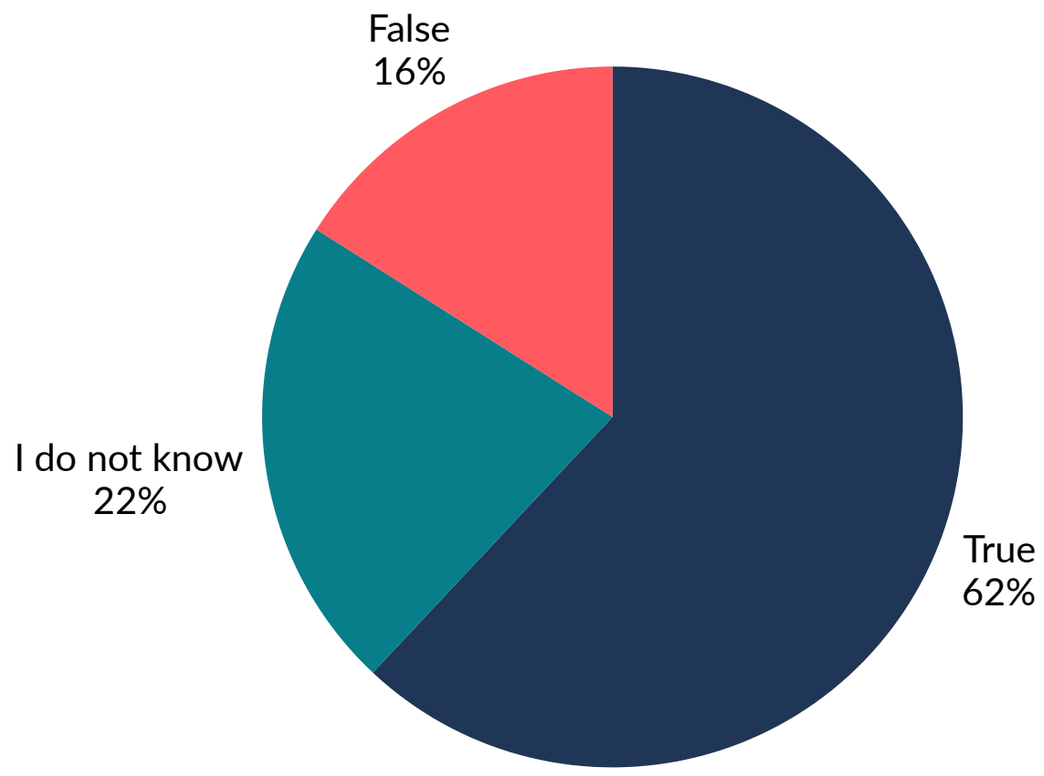
(Figure 25)
My child must attend school between the ages of 6 and 16:

The majority of parents (59%) believe that their child is allowed to miss up to 20 school days in a school year (see figure 26).



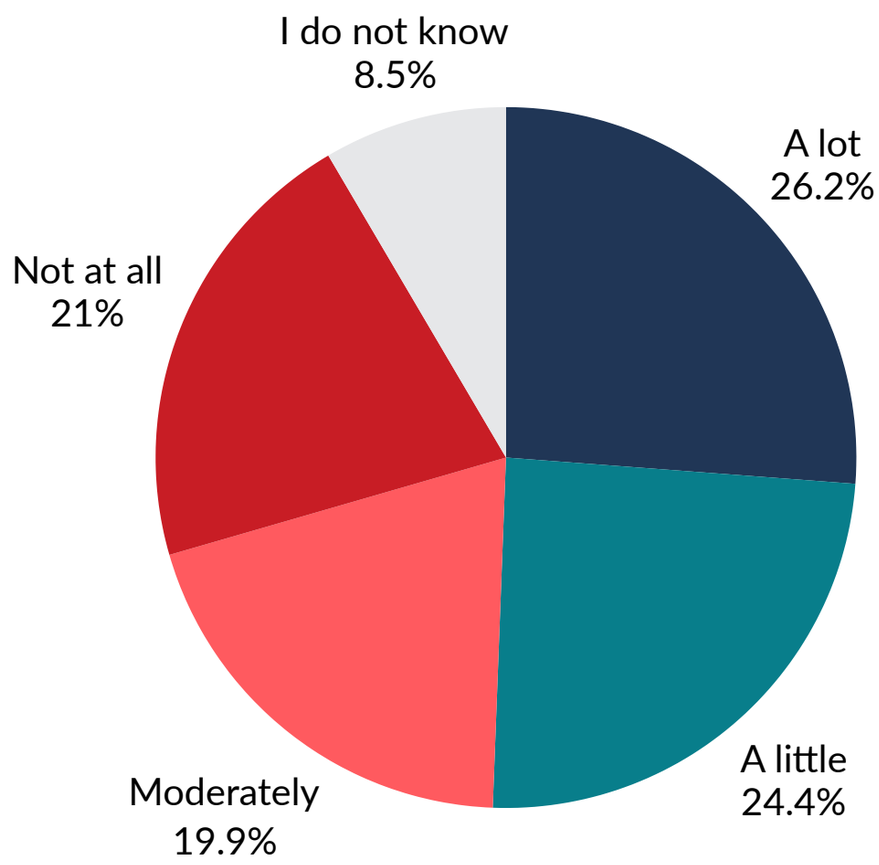
(Figure 26)
My child is allowed to miss up to 20 school days in a school year:

The majority of parents (62%) believe that missing 20 school days in a school year is considered chronic absenteeism (see figure 27).



(Figure 27)
Missing 20 school days in a school year is considered chronic absenteeism:

The majority of parents (70%) believe that issues caused by covid-19 are still affecting students' attendance at school (see figure 28).



(Figure 28)
To what extent do you think the attendance issues caused by COVID-19 are still affecting children's school attendance today?

Parents were asked if they had any additional thoughts they'd like to provide, in which they told us they believe school attendance is influenced by a range of interconnected factors. Mental health challenges, including anxiety and emotional distress, are significant barriers, with parents supporting the idea of occasional mental health days. Bullying, particularly when persistent, has led some families to withdraw their children or change schools. In rural areas, unreliable transportation further complicates attendance. A safe, inclusive school environment is crucial, yet concerns were raised about overcrowded classrooms and insufficient support for neurodiverse students. Academic pressure and rigid expectations contribute to student burnout and disengagement. Family circumstances such as bereavement, divorce, and financial hardship also play a role, with parents emphasising the value of family bonding time. Supportive teachers positively impact attendance, while a lack of motivation, especially when students feel disconnected, remains a challenge. Finally, current attendance policies, particularly the 20-day absenteeism threshold and automatic reporting, were criticised as punitive, with calls for more compassionate, context-sensitive approaches.

Key Insights- Parents of Primary Students

Survey responses from primary school parents reveal a complex interplay between practical challenges, emotional wellbeing, and the quality of the school environment in shaping attendance patterns.
While most parents rated their child's attendance positively and strongly supported the importance of daily school attendance, the findings also point to a contradiction in perceptions around absenteeism. When asked whether missing 20 days of school—as described by Tusla as the threshold for chronic absenteeism—constitutes a concern, the majority agreed that it does. However, in a separate question, most parents also stated that they believed their child was allowed to miss up to 20 days in a school year

Bullying, safety concerns, and mental health challenges emerged as the most prominent reasons for non-attendance, often intertwined with a lack of belonging. Parents' open-ended responses deepen this picture, showing that these factors are compounded by issues such as disengagement with the curriculum, sensory overload, or exclusionary practices, particularly for neurodivergent children. Health-related absences, including medical appointments and post-COVID vulnerabilities, further contribute to sporadic attendance, with some parents describing patterns of fatigue and burnout.

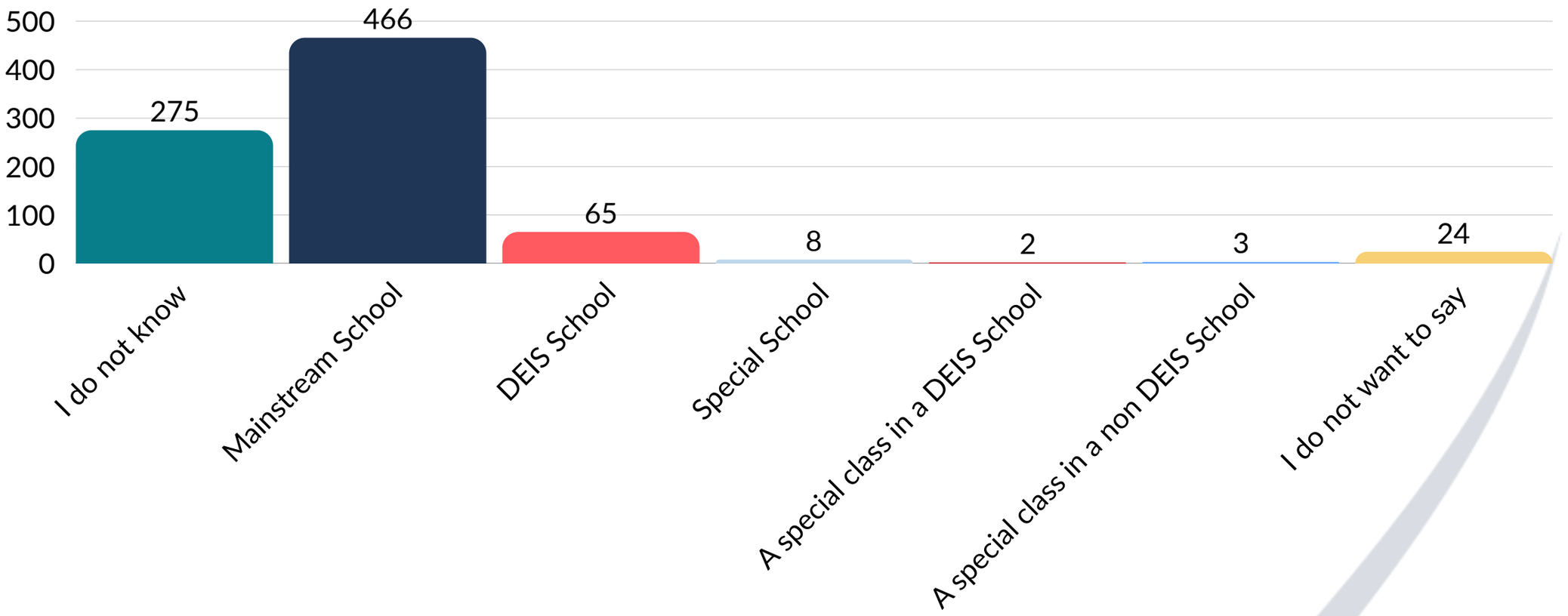
Support networks play a pivotal role, but their composition shifts depending on the child's needs. While teachers, SNAs, and Special Education Teachers were consistently valued, parents also identified a broader web of support that includes mental health professionals, extended family, community leaders, and even peer mentors. The emphasis on community-wide responsibility suggests that parents see attendance not solely as a family or school issue, but as one that benefits from multi-layered engagement.

Parents shared a variety of effective strategies, including consistent morning routines, staggered start times, sensory and movement breaks, positive reinforcement, and working collaboratively with school staff to address challenges. These accounts underscore the importance of flexible, student-centred approaches that prioritise emotional safety alongside academic expectations. Notably, some families had to resort to significant changes, such as switching schools, to find an environment better suited to their child's needs.

The data also reveals tension between rigid attendance policies and parents' desire for compassionate flexibility. Many express frustrations with policies they perceive as punitive, particularly automatic reporting after a set number of absences, arguing that such measures fail to account for legitimate and often complex reasons for absence.

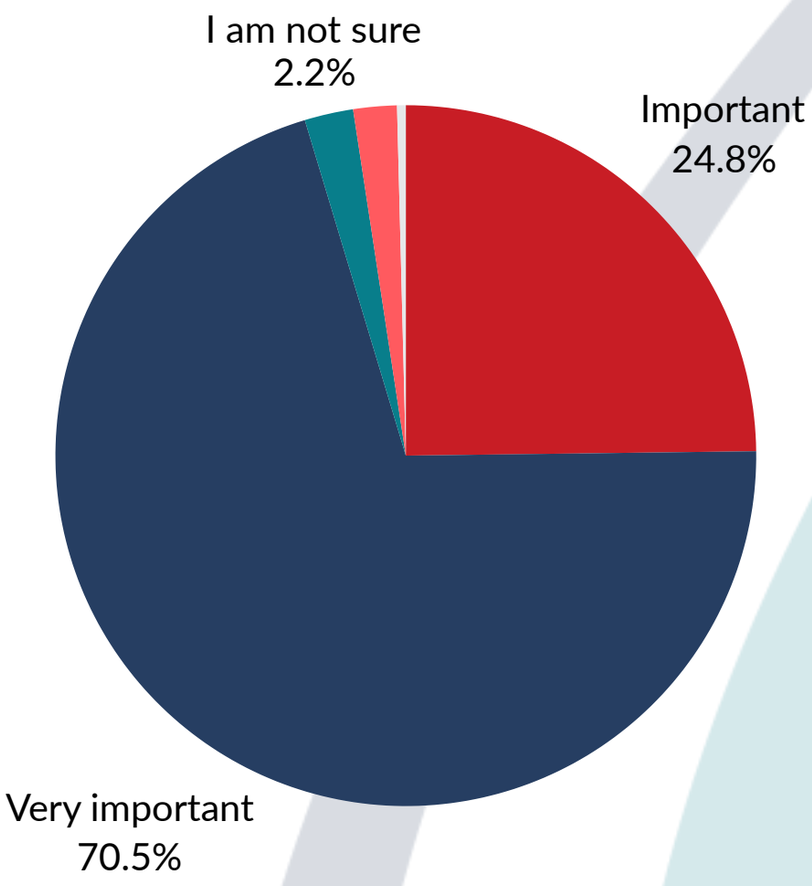
School Attendance - Post-Primary Schools Survey for Parents

The majority of parents (87%) who responded to the survey said that their children attended mainstream school (see figure 29).



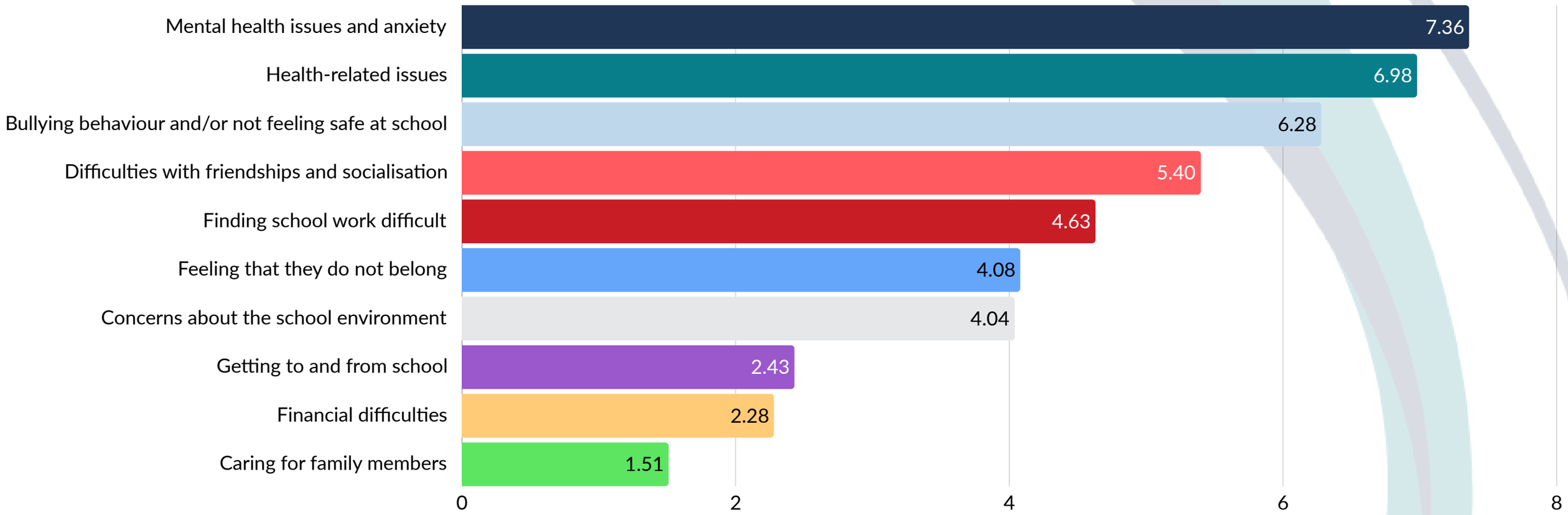
(Figure 29)
What is the type of school your child goes to?

The majority of parents (70%) of post-primary school children believe going to school every day is very important (see figure 30).



(Figure 30)
How important do you think it is to attend school every day?

When we asked parents to rank the reasons why children sometimes do not want to go to school, the main reasons given were mental health issues, anxiety, and health-related issues. A significant number of parents also highlighted bullying and not feeling safe as reasons why children do not attend school on a regular basis (see figure 31).



(Figure 31)
Which of the following do you think is the most likely. Put these in order, 1 for the most likely reason and 10 for the least likely reason.

Based on 699 parent responses, students miss school for a wide range of complex and interrelated reasons. One of the most frequently cited causes is health-related, encompassing both physical and mental health issues. Parents reported that common illnesses, chronic conditions, exhaustion, and insufficient support for neurodivergent needs all contribute to absences. Medical appointments and mental health struggles were also highlighted as significant factors. Many parents of children with autism, ADHD, or other neurodivergences described how sensory overload, social fatigue, and inadequate school accommodations make regular attendance particularly challenging.

Parents also pointed to the school environment as a key influence on attendance. They described how their children often find classes unengaging, and how rigid systems can limit flexibility. Inconsistent teacher presence—leading to frequent free classes—was noted as creating a sense of wasted time. Other concerns raised included poor handling of bullying, a lack of student voice, and weak teacher-student relationships, all of which contribute to disengagement and boredom. Excessive homework, particularly during exam years, was also cited, with some parents noting their children prefer to study at home where they feel more in control and productive.

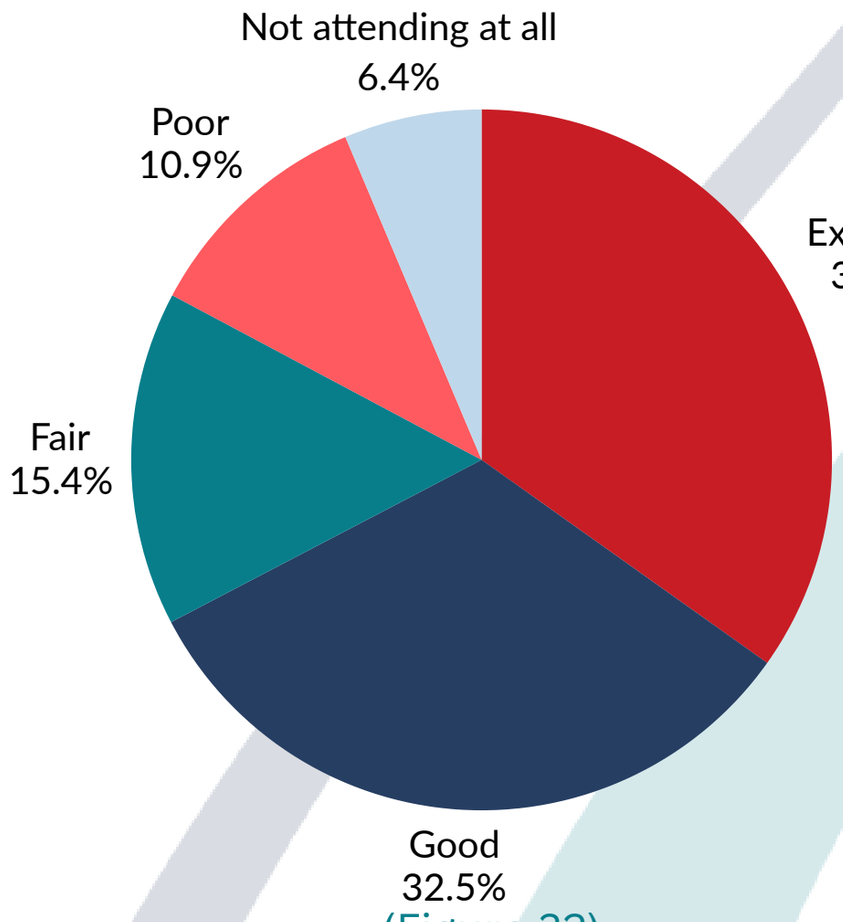
Family circumstances were another recurring theme in parental responses. Bereavement, holidays, housing instability, and caregiving responsibilities at home were among the reasons parents gave for absences. Some also mentioned a lack of parental capacity to encourage or support regular school attendance, which can further impact a student's motivation.



Low motivation itself was frequently referenced. Parents reported that their children often express a desire not to attend school, typically due to feeling disconnected, overwhelmed, or uninterested in the curriculum. Additional contributing factors include peer influence, sleep deprivation linked to late-night device use, and emotional burnout. A sense of disinterest, emotional fatigue, and lack of purpose were common reasons parents gave for their child's reluctance or refusal to attend school.

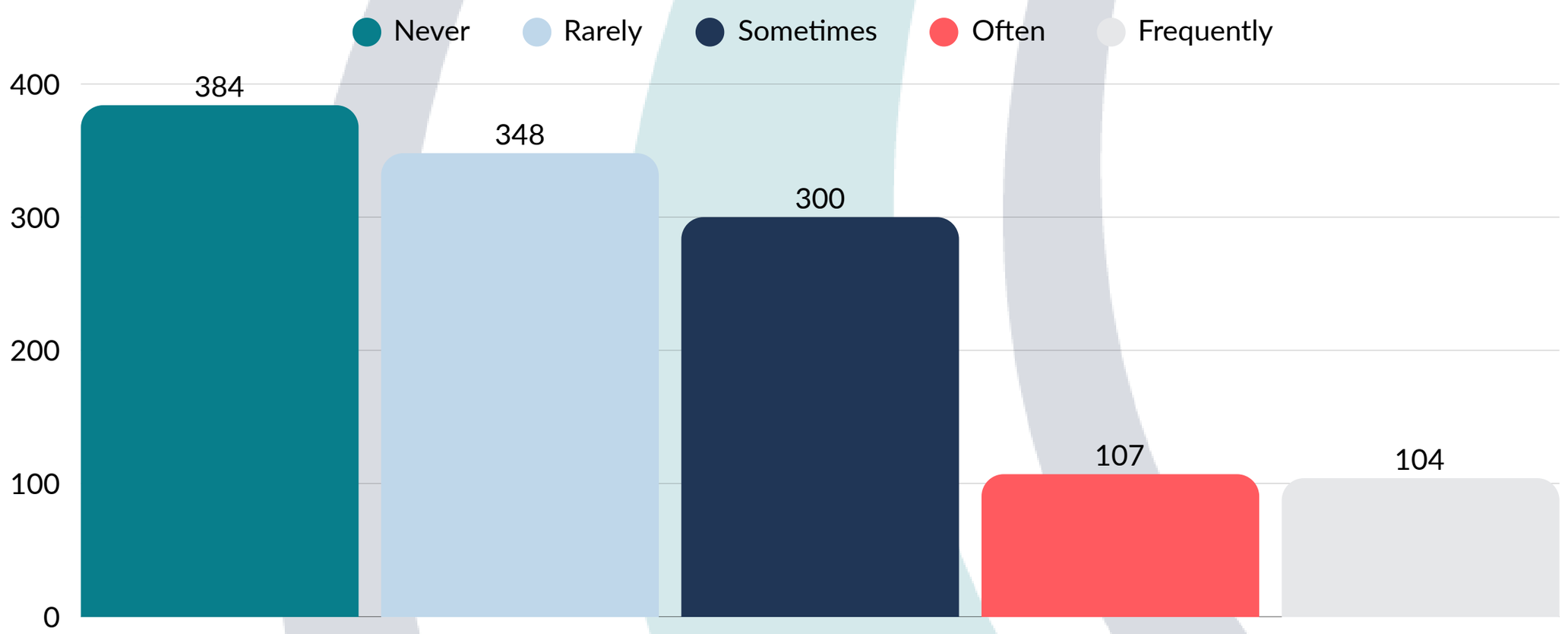
Underlying many of these issues, according to parents, are broader systemic and structural challenges—such as outdated educational models, limited inclusion, and a lack of flexible, alternative pathways. These findings highlight the urgent need for a more adaptive and supportive educational approach that reflects the realities of today's diverse student population.

When we asked parents how they would rate their child's attendance at school, most of them (68%) stated that their child's attendance is excellent or good. A significant number (6.4%) said that their children were not attending at all (see figure 32).



(Figure 32)
How would you rate your child's attendance at school?

When parents were asked if they have disagreements with their children about going to school, the overall majority (59%) said they do not (see figure 33).



(Figure 33)
Do you and your child have disagreements about going to school?

Based on 753 parent responses, a combination of school, family, and external supports has helped some children better manage school attendance difficulties. Key factors include empathetic and flexible school responses, such as reduced hours, alternative timetables, safe spaces, and one-on-one staff support, as well as understanding teachers who listen and involve families in problem-solving.

At home, open conversations, reassurance, patience, and practical help like transport to school (parent drop off rather than school bus) have played a vital role. Reducing pressure through part-time attendance, lighter workloads, and allowing rest days supported their child's return to school. Professional supports such as therapy, medication, and mental health services were beneficial, though access was often limited. Mental health support, both in and outside of school, was considered crucial but inconsistently available.

Positive peer relationships, incentives, and focusing on long-term goals contributed to motivation. In some cases, changing schools or pursuing alternative education options like enrolling in special class or remote schooling such as iScoil proved necessary.

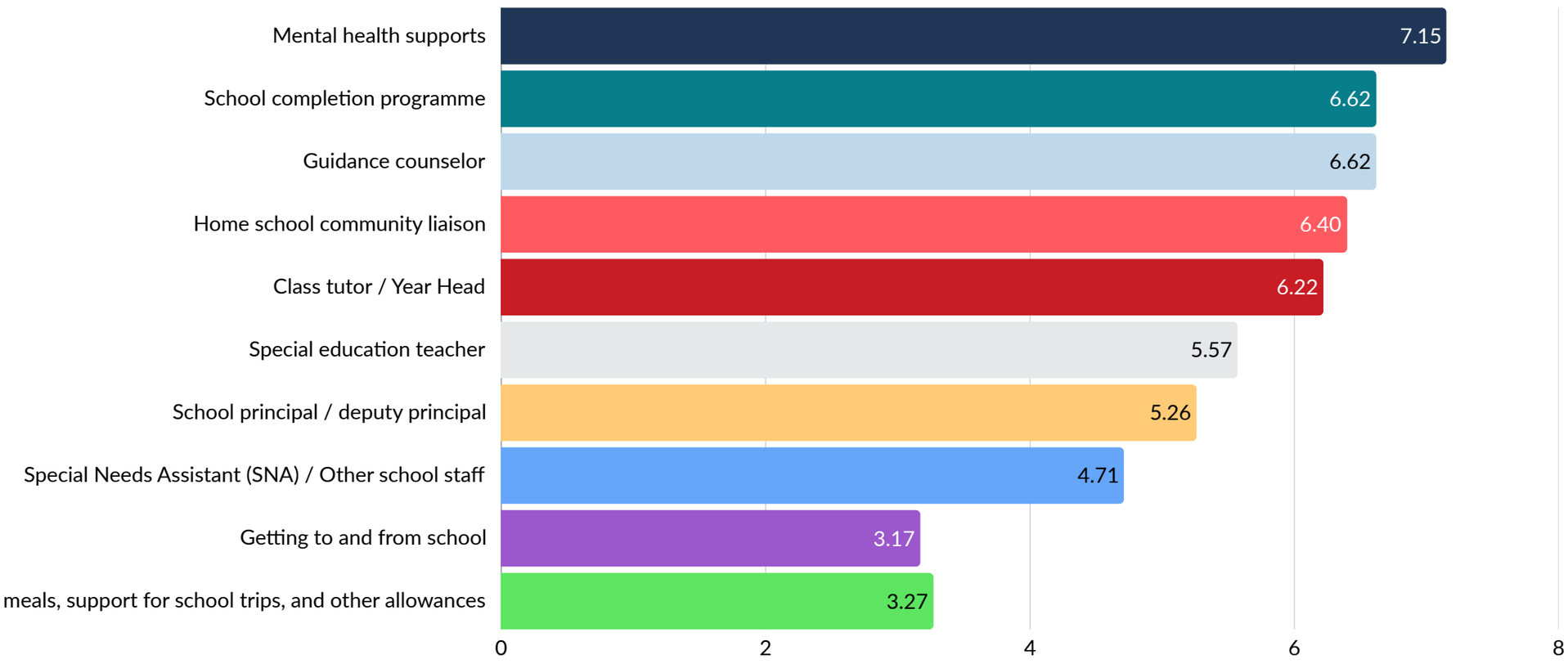
Support from SNAs, where available, was highlighted as vital in providing reassurance and individualised care. Similarly, understanding and proactive engagement from the Special Educational Needs (SEN) department was seen as a key component in effective support, though parents noted this was not always consistently provided

However, many parents expressed frustration with systemic gaps, such as inadequate support from schools or health services, experiences of bullying, and a lack of accessible mental health care—leaving some families feeling they had no effective solutions

We asked parents to rank the supports they believe are most helpful in supporting students to attend school regularly. The majority consider mental health support as the most helpful, followed by a school completion programme and access to a guidance counsellor (see figure 34).







(Figure 34)
Which of these would be most helpful in supporting students to attend school regularly? Put these in order, 1 for the most helpful and 10 for the least helpful.

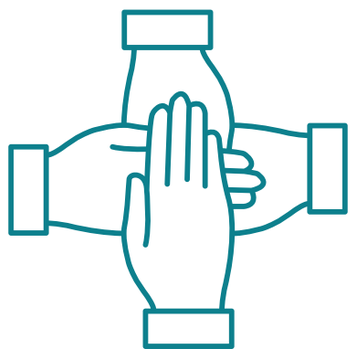
Parents provided a wide range of thoughtful suggestions to support improved student attendance, with a strong emphasis on inclusivity, mental health, and flexible learning approaches. A key theme throughout the feedback was the need for greater support for neurodivergent students and students with additional needs. Specific recommendations included the availability of quiet spaces beyond sensory rooms, smaller and more nurturing educational settings, consistent implementation of accommodations, and enhanced teacher training in Special Educational Needs and mental health.

Mental health support emerged as a critical priority. Parents advocated for on-site therapists, improved access to CAMHS, and a stronger emphasis on wellbeing initiatives, such as mindfulness activities and structured return-to-school plans for students struggling with attendance. Many highlighted the importance of fostering positive relationships with staff, suggesting strategies like assigning a trusted adult or mentor for regular check-ins.

In terms of teaching and learning, there was a strong call to reduce exam and homework pressure, and instead focus on practical life skills and engaging, flexible learning options.

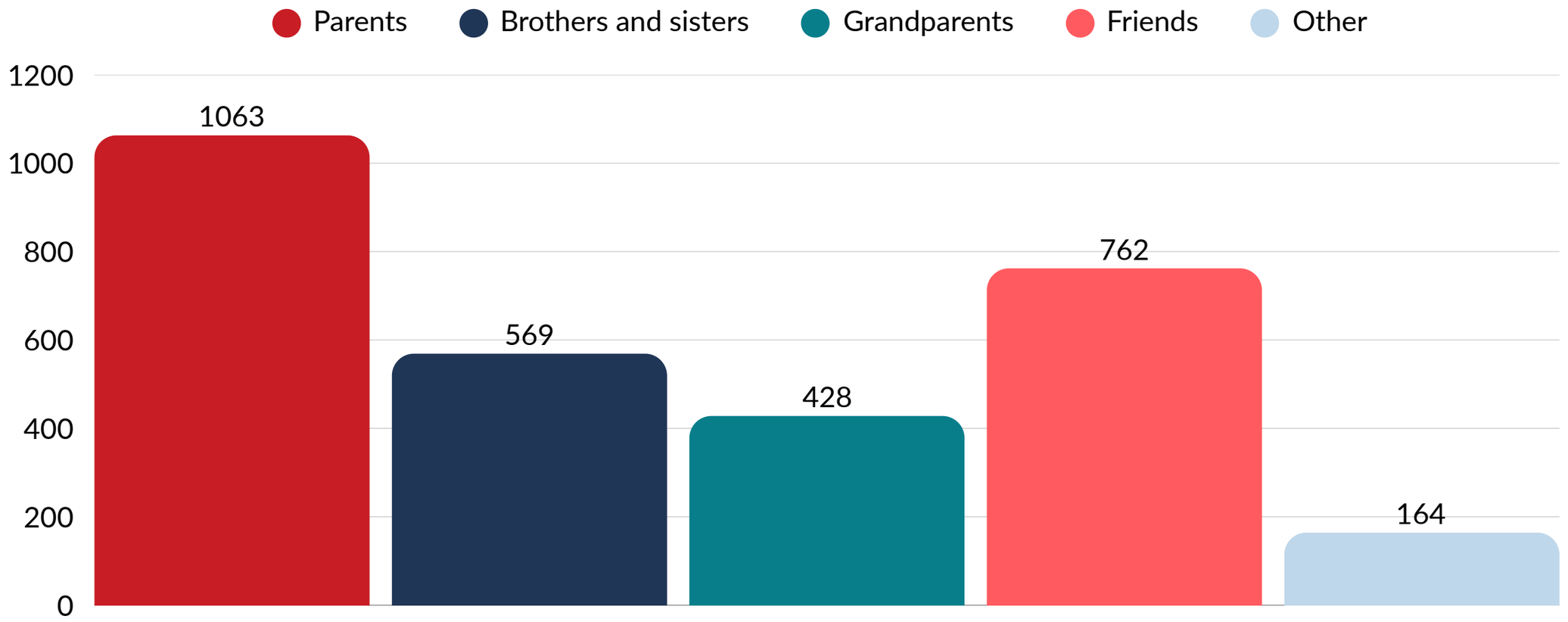
Parents supported a move toward online or blended learning models where appropriate, and encouraged more playful, interactive, and varied teaching methods, moving away from traditional didactic instruction.

A positive and inclusive school culture was also identified as vital to student attendance. Suggestions included implementing strong anti-bullying measures, peer mentoring, supportive and empathetic staff, more opportunities for physical activity, and smaller class sizes to create a more nurturing environment.



Parents expressed a desire for better collaboration and communication with schools and asked for resources to help them support their children at home. To re-engage students and promote regular attendance, they recommended flexible attendance strategies, meaningful incentives, and individualised engagement plans, such as the “Check & Connect” model.

When asked who might also support students, more than one third of Parents (36%) see themselves as the main support to help students attend school regularly. Followed by over a quarter who believe friends might also support students to attend school regularly (see figure 35).

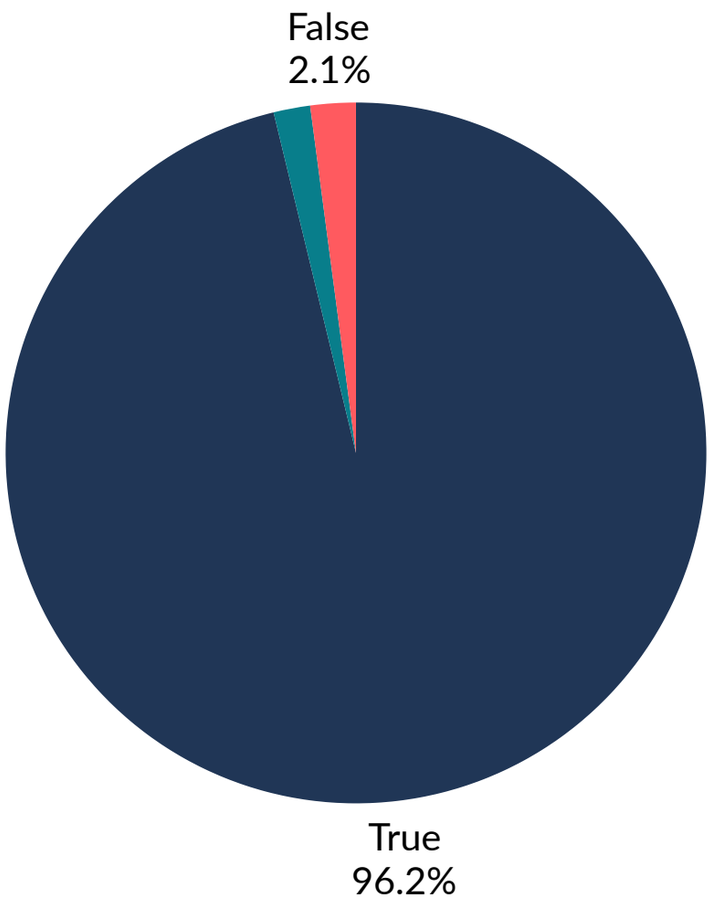


(Figure 35)
Who might also support students to have better attendance at school?

In addition to parents and close family, students’ school attendance can be supported by a wide range of professionals and trusted adults. Teachers and school staff, particularly those who are empathetic, understanding, and able to build trust play a key role, including SNAs, year heads, school counsellors, and mentors. Mental health professionals such as counsellors, psychologists, psychiatrists, occupational therapists, and speech and language therapists are also vital, though many families stress the need for earlier access and shorter wait times. Trusted adults outside the family, like older students, youth workers, and coaches, can offer meaningful support through positive relationships and shared experiences. At a systemic level, education and government bodies such as the Department of Education, NEPS, and the NCSE are seen as crucial in creating more inclusive, flexible school environments that address diverse needs and reduce school avoidance.

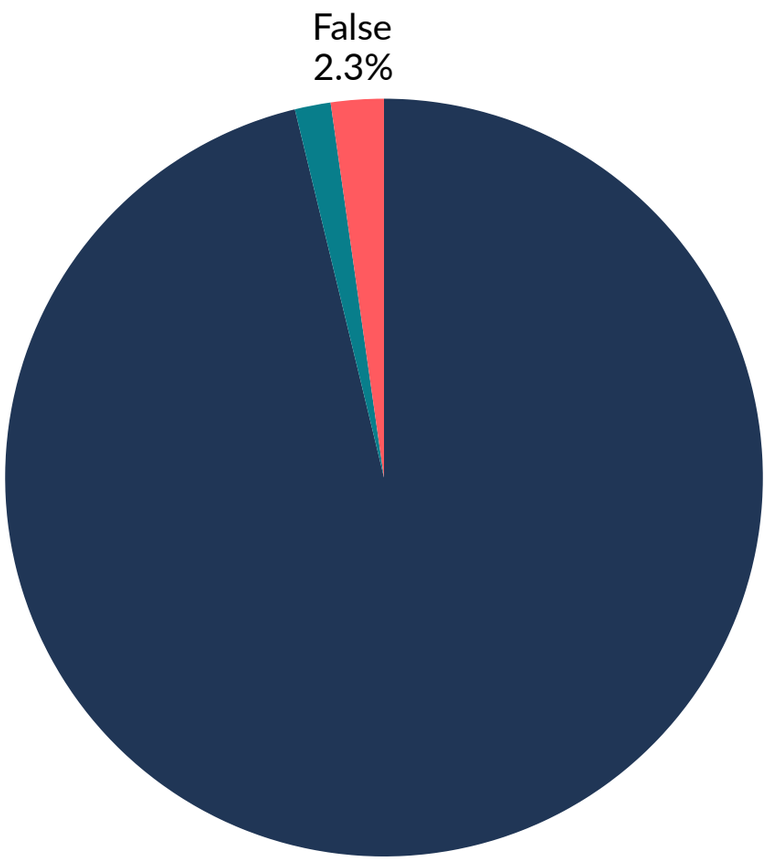


Almost all parents (96%) believe that their children must attend school between the ages of 6 and 16 (see figure 36).



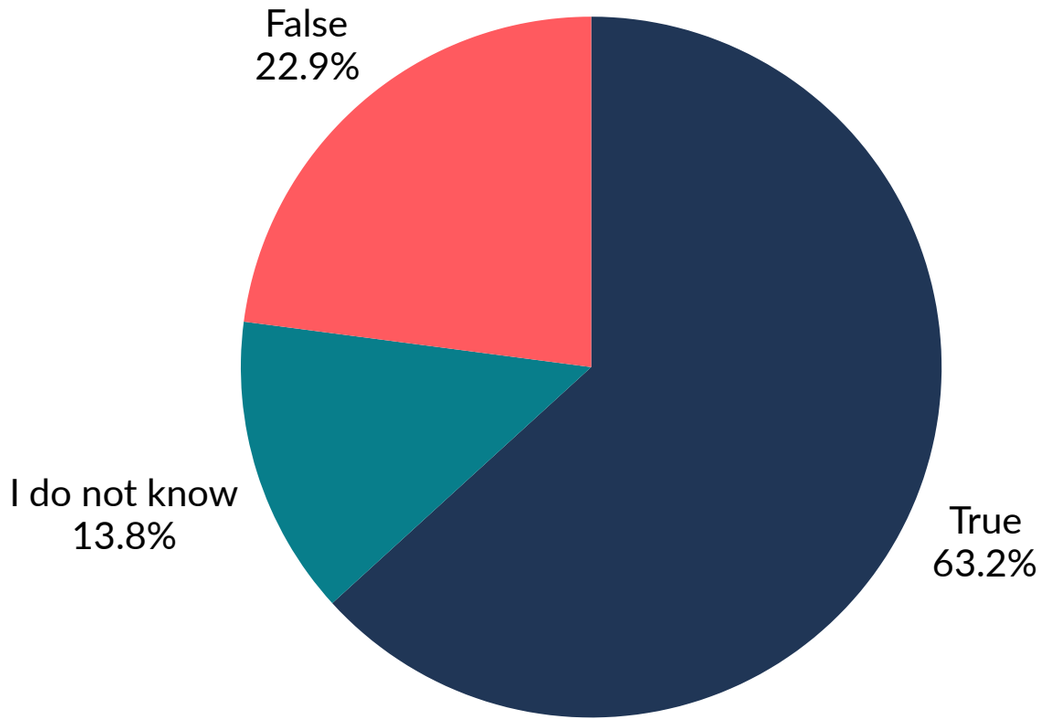
(Figure 36)
My child must attend school between the ages of 6 and 16:

Almost all parents (96%) believe that it is their responsibility to ensure that children attend school every day (see figure 37).



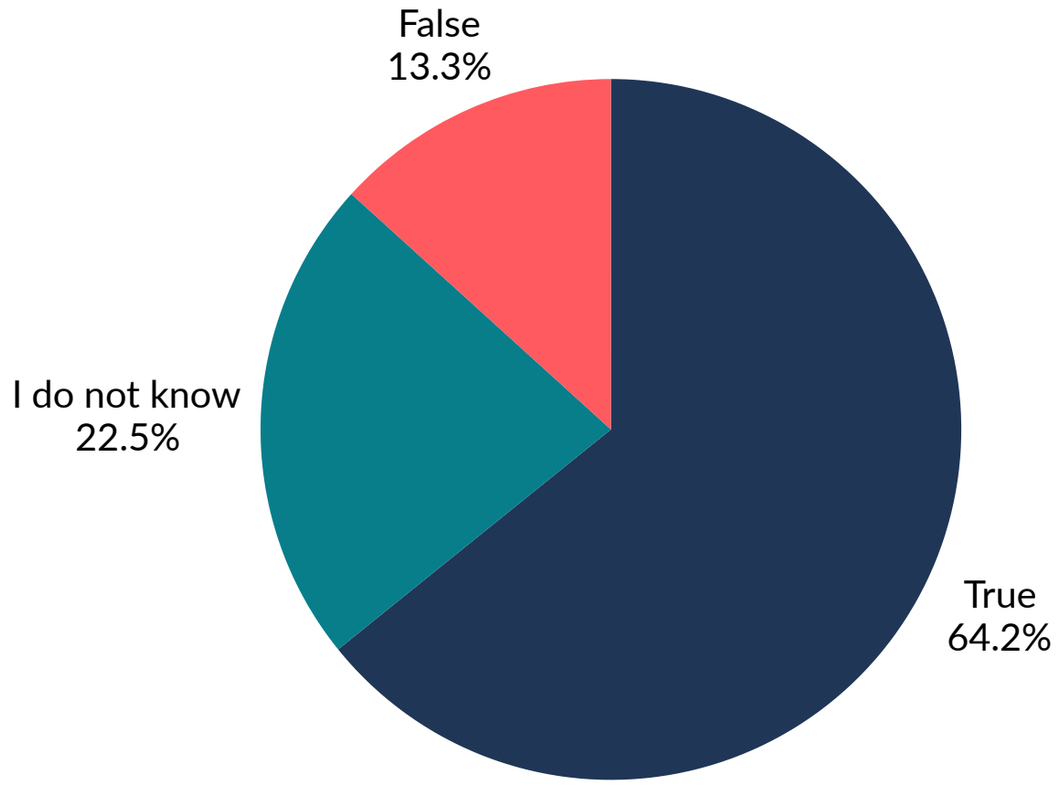
(Figure 37)
It is my responsibility as a parent/ guardian to ensure my child attends school on every school day:

The majority of parents (63%) believe that their child is allowed to miss up to 20 school days in a school year (see figure 38).



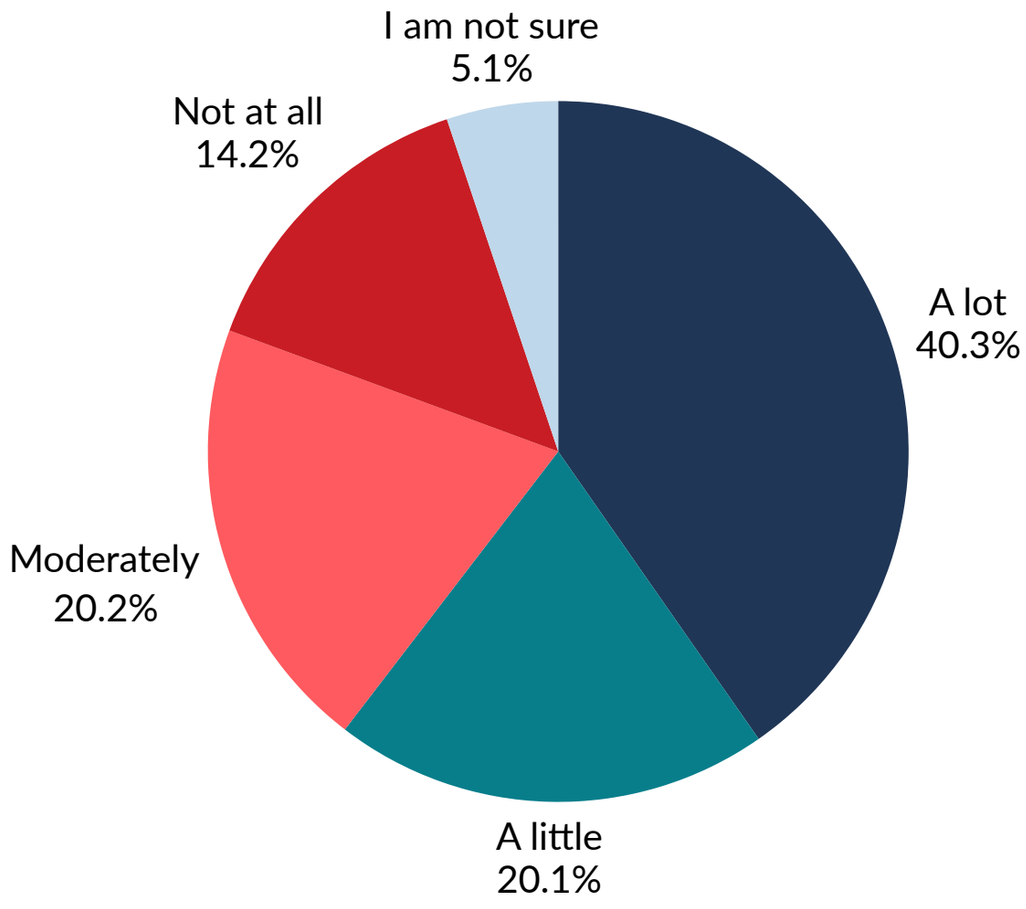
(Figure 38)
My child is allowed to miss up to 20 school days in a school year:

The majority of parents (64%) believe that missing 20 school days in a school year is considered chronic absenteeism (see figure 39).



(Figure 39)
Missing 20 school days in a school year is considered chronic absenteeism:

The majority of parents (80%) believe that issues caused by covid-19 are still affecting students' attendance at school (see figure 40).



(Figure 40)
To what extent do you think the attendance issues caused by COVID-19 are still affecting student's school attendance today?

Parents were asked if they had any additional thoughts they'd like to provide. From their statements we observed, many children face significant barriers to school attendance, primarily driven by mental health challenges like anxiety and sensory overload, especially in the wake of COVID-19. Neurodivergent children often find traditional school environments unsuitable or even traumatic, compounded by delayed diagnoses and underfunded support services. Additionally, broader family and social issues, such as parental mental health struggles, housing insecurity, and poor communication with schools, exacerbate these challenges.



Systemic problems, including the long-term impacts of COVID disruptions, scarce school-based mental health resources, inconsistent teacher engagement, and a one-size-fits-all curriculum, deepen disengagement. Families and students call for more compassionate, flexible approaches—early intervention rather than punishment, inclusive education models with smaller classes and neurodivergent-friendly options and better listening to student voices. There is a strong desire for policies that distinguish genuine health-related absences and for support systems that foster partnership and understanding. Amid frustration, isolation, and grief, many parents express hope for reforms that create more supportive, inclusive, and empathetic educational environments.

Key Insights- Parents of Post-Primary Students

Parents of post-primary students describe a complex picture of school attendance, where commitment to regular attendance coexists with a range of barriers that disrupt consistency. While most parents emphasised the importance of daily attendance and rated their child's attendance positively, the reasons behind non-attendance are layered, reflecting an interplay between personal wellbeing, the school environment, and systemic constraints.

Mental health concerns are a leading driver of absence. Anxiety, depression, burnout, and sensory overload, often linked to neurodivergence, were frequently cited, with many parents noting that these challenges have intensified since COVID-19. Health-related issues, including chronic conditions and exhaustion, further contribute to irregular attendance, with families expressing frustration at the lack of timely and accessible support services. For neurodivergent students, insufficient accommodations, inflexible timetables, and a lack of understanding from some school staff worsen disengagement.

The school environment itself often compounds these difficulties. Parents describe classes that fail to engage students, inconsistent teacher presence resulting in multiple free periods, and an overemphasis on homework and exam pressure that fuels stress and demotivation. Experiences of bullying, inadequate safeguarding, and limited opportunities for meaningful student voice undermine trust and belonging. Some students respond by withdrawing, preferring to work from home where they feel more in control.



Families are playing a central role in sustaining attendance, offering practical support such as transport, reduced schedules, and patient encouragement. Positive relationships, whether with parents, trusted school staff, or peers, emerge as a critical factor in re-engagement. Where present, SNA and Special Educational Needs department staff are valued for providing stability, reassurance, and tailored interventions, although access to these supports is uneven.

Parents consistently prioritise mental health support, identifying school completion programmes, guidance counselling, and flexible learning options as effective tools for addressing attendance difficulties. Suggestions include smaller class sizes, quieter spaces, alternative pathways such as Iscoil, and blended learning models. There is a strong call for schools to foster a culture of empathy, inclusion, and adaptability, with staff trained to respond to diverse needs and to work collaboratively with families.

At a systemic level, parents are frustrated by punitive attendance policies and a perceived lack of understanding from both schools and welfare services. Many advocate for policies that distinguish between avoidable absences and those rooted in genuine health or wellbeing concerns. The long-term effects of COVID-19 disruptions, combined with broader social challenges such as housing instability and family mental health, continue to shape attendance patterns.

Extended Statistical Analysis Between School Types and Levels

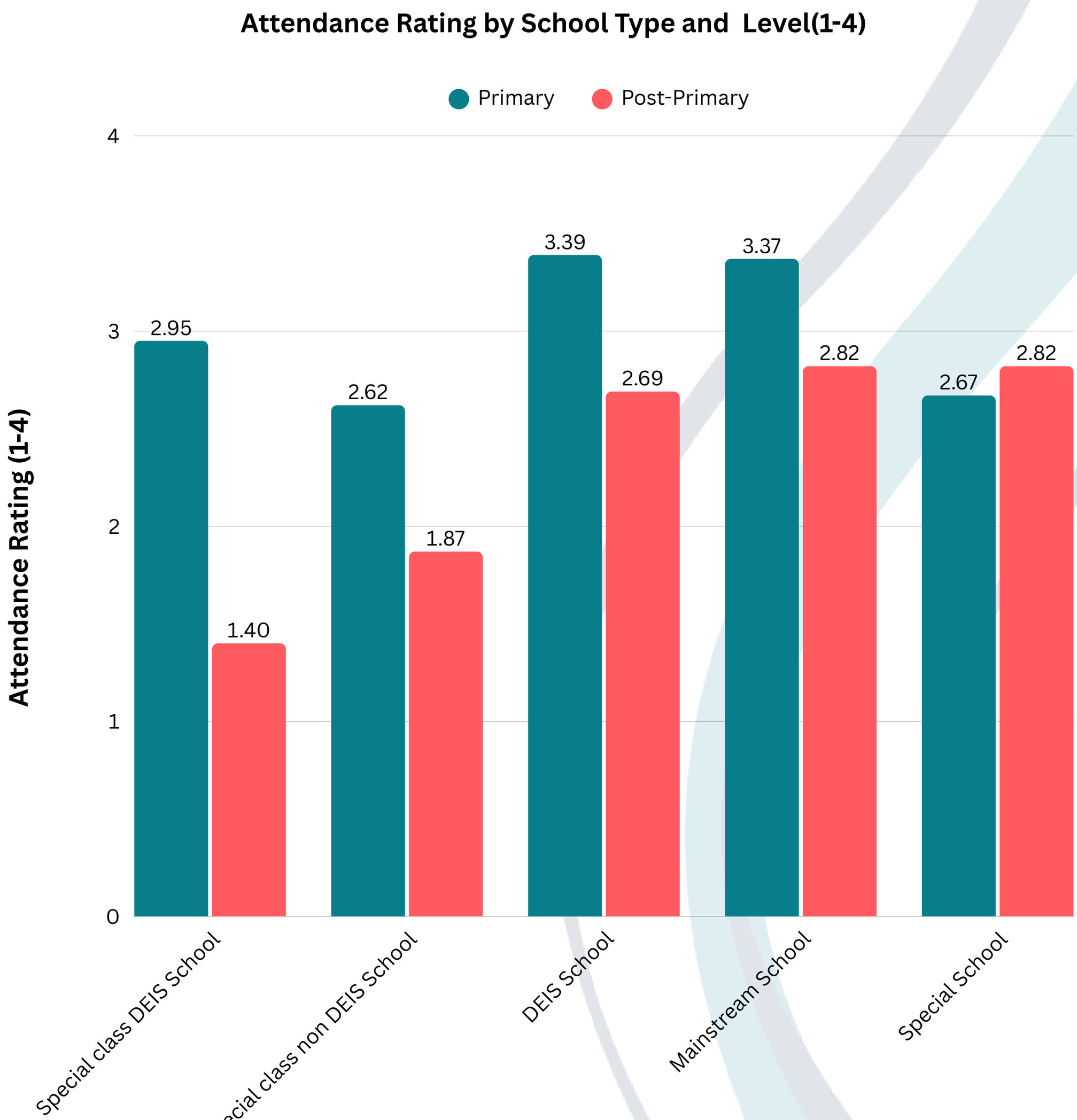
Further statistical analysis was conducted to explore differences in parental perceptions, reported barriers, and valued supports across school types at both primary and post-primary levels. This analysis identified patterns not visible in the broader results.

Primary Level

"On a scale of 0 to 4, parents of primary children in DEIS schools (3.39) and Mainstream schools (3.37) reported the highest perceived attendance. These scores suggest that parents in these settings generally feel positive about their children's attendance. In contrast, parents of children in special classes in non-DEIS schools gave the lowest ratings (2.62), indicating greater concerns about attendance in these settings. Parents of children in special schools also reported lower ratings (2.67) compared to DEIS and Mainstream schools, although not as low as special classes. Statistical analysis confirmed that these differences were significant, meaning that the variations reflect consistent patterns rather than chance. This suggests that school type is an important factor in shaping how parents view attendance at the primary level."

Post-Primary Level

"On a scale of 0 to 4, parents of post-primary children in Mainstream schools (2.82) and Special schools (2.82) reported the highest attendance ratings, while parents of children in special classes gave much lower ratings in both DEIS (1.94) and non-DEIS (1.87) settings. Parents of children in DEIS schools (2.69) also rated attendance more positively than those in special classes. Statistical analysis confirmed that these differences were significant in several comparisons, particularly between mainstream schools and special classes, showing that parents in Mainstream, DEIS, and Special schools view attendance more positively than those whose children are in special classes."





Primary Parents

- Health-related issues were the most common reason for absence across all school types, except in special classes within DEIS schools, where bullying was the leading reason. This represents a notable statistical difference compared to other settings.
- Mental health concerns were reported more often among parents of children in special classes (both DEIS and non-DEIS) than in mainstream settings.
- Home school liaison staff were rated highly by parents in DEIS schools as a support for improving attendance. They were also valued by parents in schools without access to this resource, indicating a broad recognition of their potential benefit.

Post-Primary Parents

- As with primary parents, those in DEIS schools reported the highest perceived attendance, and those in special classes in non-DEIS schools reported the lowest.
- Across all school types, health-related issues were the top reported reason for absence, although bullying was the most common reason among parents of children in special classes in DEIS schools. Mental health challenges were also cited more frequently by parents of children in special classes (both DEIS and non-DEIS) than by those in mainstream schools.
- Home school liaison staff were again valued highly in DEIS schools, and parents in non-DEIS schools where this role is not available still rated it as important, suggesting recognition of its relevance in supporting attendance.



Themes & Findings

Social Relationships and Sense of Belonging

Across all survey groups, the social environment stood out as one of the strongest motivators for attending school. For primary pupils, friendships and the opportunity to play together during breaks were frequently mentioned as highlights of their school day. These daily interactions created a sense of excitement and routine that reinforced attendance. Post-primary students also valued friendships, although their focus was more on shared time between classes or at lunch, and on the emotional support peers provide during challenging periods. Parents recognised these social bonds as both a strength and a vulnerability. They noted that positive peer connections could encourage children to attend, while difficulties such as exclusion or friendship breakdowns could have the opposite effect. This aligns with broader research on the role of belonging in school engagement, reinforcing the need for schools to foster inclusive environments where social ties can flourish.

Role of School Staff and Learning Environment

The influence of school staff was another key theme that shaped attitudes toward attendance. Primary students often spoke about having a “nice teacher” or enjoying certain lessons as reasons to attend regularly. These references highlight the importance of warmth, patience, and encouragement in the classroom. For post-primary students, support from specific staff such as guidance counsellors, year heads, or home-school liaison officers was seen as particularly valuable. Parents echoed these views, especially at primary level, where they ranked the class teacher as the most important in supporting attendance. At post-primary level, parents highlighted structured academic and pastoral support, including the School Completion Programme and access to guidance counselling . In both age groups, difficulties arose when students found schoolwork too hard, lessons unengaging, or relationships with staff strained. These factors not only reduced enjoyment but also diminished the perceived value of attending.



Mental Health and Wellbeing

Challenges related to mental health and wellbeing were consistently highlighted across both student and parent responses. For primary school children, feelings of not belonging and worries about bullying were among the most common reasons for avoiding school. Post-primary students described more complex pressures, including anxiety, depression, burnout, and the demands of balancing academic expectations with personal wellbeing. Students with neurodivergent needs mentioned sensory overload, fatigue, and difficulty coping with the school environment. Parents, particularly those of post-primary children, identified mental health supports as their highest priority for encouraging regular attendance. While primary parents valued mental health services, they tended to place greater emphasis on direct teacher support. This difference points to a need for tailored approaches that consider both the developmental stage of the student and the nature of their challenges.

Health Issues and the Impact of COVID-19

Parents also pointed to health issues, including chronic conditions and seasonal illnesses, as ongoing barriers to consistent attendance. These concerns were particularly relevant for post-primary parents, who were more likely to feel that COVID-19 continued to have a lingering impact. Some noted that the pandemic had disrupted students' routines, weakened their resilience for full-day attendance, and altered perceptions of when it is acceptable to stay home. This highlights the importance of addressing both the physical and psychological legacies of the pandemic when developing attendance strategies.

Overall Findings

Taken together, the perspectives of students and parents paint a comprehensive picture of what supports and hinders regular school attendance. Both groups recognise that attendance is influenced by far more than academic factors alone. Strong social connections, positive and supportive relationships with staff, and a safe and inclusive learning environment are central to encouraging students to come to school each day. At the same time, mental health challenges, health issues, and the lasting effects of the pandemic present ongoing barriers that require sustained attention.



The insights gathered through these surveys underscore the value of listening directly to those most affected. By integrating the lived experiences of students and parents into policy and practice, schools and education stakeholders can design more targeted, responsive interventions. Addressing attendance in this holistic way not only supports educational outcomes but also strengthens the wellbeing and engagement of young people at every stage of their schooling journey.

Areas for Consideration

Involvement of All Partners in Education

Addressing school attendance is a multifaceted issue that requires a unified approach from all education stakeholders. A whole-system perspective ensures that the responsibility is shared and not placed on any single group.

Increased and Widespread Mental Health Supports in Schools

Access to counselling, psychological services, and wellbeing initiatives at school can make a significant difference. Staff training and early intervention may also play a role in building a more supportive environment for all students.

Creating a Welcoming School Environment for All

Developing a positive school climate can help reduce anxiety, increase motivation, and encourage regular attendance. Inclusive practices, respect for student voice, and strong anti-bullying measures are important elements in making students feel welcome and valued.

Strengthen Partnership with Parents and Communities

Regular school attendance is strengthened when there is mutual trust and cooperation between schools and families. Open communication, cultural responsiveness, and community involvement help foster a shared sense of responsibility and support for students.

Availability of HSCL and School Completion Programmes

Programmes like the Home School Community Liaison (HSCL) and School Completion Programme (SCP) have been shown to support student attendance and engagement. Ensuring these programmes are available and adequately resourced in all schools could help broaden their impact.



Clear Guidance on Absences

Clearer guidance that helps schools, students, and families understand when it is appropriate to miss school would help strengthen attendance. Clarity around acceptable absences, coupled with empathetic, fair responses, may help reduce confusion and improve consistency.

Understanding the ‘20-Day Rule’

Many schools and parents have raised concerns about how the Tusla 20-day reporting threshold is communicated and understood. Greater transparency and clearer information could help reduce anxiety and prevent misinterpretation of the rule as punitive.

Early Identification and Support

Using attendance data effectively can support early identification of students who may be at risk of disengagement. When used as a tool for support rather than punishment, data can help schools respond proactively and compassionately.

Ongoing Monitoring and Learning

Continuous learning about what works best is important in responding to attendance challenges. National surveys, longitudinal research, and regular evaluation can guide future policy and ensure that supports evolve to meet changing needs.

These reflections underscore the importance of a coordinated, compassionate, and well-resourced approach to supporting school attendance. We invite your thoughts on how these ideas resonate with your experience and what other perspectives should be considered.



Appendix

Helping Every Child Go To School

Q9. Is there anything else you want to tell us about going to school? write your answer here:

1. wrydtu
2. no
3. Should be no homework
4. It's hard, all books, very little play/time with my friends, no fun. Lots of tests, shouting, teacher is not nice.
5. I would rather spend time with my family (boy 6)
6. 5 days is a lot each week
7. I don't like homework
8. I had to move schools because I was bullied. I'm smart and school is really boring. My class is too big and noisy, there are 32 kids
9. My daughter say every day she hates school. However, her teachers are very kind and supportive of her and they said she never complained about school and she seems to be very happy in school.
10. I find school so boaring
11. I like my school
12. I like going to school most of the time
13. If everyone got to include everyone in the yard that would be nice
14. I like going to school only sometimes
15. Sometimes school can be boring when there's no big activities on.
16. I find all my work too easy and boring. School goes not help me to do work that is suited to my clever brain. Other children in the class have special needs and are always shouting and walking around class so I can't focus. It is very unfair
17. Friendship exclusion and favouritism shown by teachers and principle
18. Our school does a great job of welcoming children even if they are late. It creates a positive atmosphere for the child even if the commute has been difficult. However we get stern emails from school management about time keeping which are unhelpful when the issue is more complex.
19. OVERWHELMING IN GENERAL / GAMES TO PLAY ON YARD TIME / NO TESTS
20. I think it is okay to miss some days of school for valid reasons but I think it is important to go as much as you can and not be taking frequent days off for unimportant reasons.
21. Class too busy , too much noise . To nervous too ask for help
22. I like going to school because of my friends, the activities we do and learning new things.
23. It is too long and too many days.
24. If people don't like the car ride to school or if there is a negative opinion of school in general at the home.

25. I get lost in class, because I dont understand what my reacher is talking about most of the time. then I worry, and I switch off by reading. My teacher doesn't notice if I'm reading a book. He doesn't really care that I'm missing the lesson. I'm scared to tell my mom and my teacher. My tests are blank because I get scared
26. I dont like doing homework because you come home from a long day at school and then have to do homework. Sometime I feel if one person does something wrong the whole class is punished like if someone doesn't bring in their jacket then no one can go outside
27. No
28. A new headmistress and being bored in school because my teacher says we have to go at the average speed esther than a faster speed which i need mean i find school boring and i learn more and better at home
29. School is crap and I hate classroom it's a prison with gates around yard
30. I sometimes feel too tired to go to school. It would be fun to have a song played at the start of each day in the morning that we could dance to
31. I hate school and not leaving classroom all day and eating at my desk
32. Sometimes school is hard, and some kids say really horrible things. My teacher is funny
33. I find it very hard. I have ADHD and get bored if I'm not interested in what teacher is saying, I hate learning Irish and do t see the point, teacher is too busy to understand me and she doesn't like to give me special treatment cause every other kid might want the same
34. Bad
35. I wish my school had more ways to help while my anxiety is bad I'm scared to talk to the teacher or principal
36. School is fun but I don't like ukelele
37. I like going to school because I have lots of friends
38. I like school now. I didn't like school last year because I missed my mom and dad. I'm older and I have more friends this year so that makes it easier to go to school.
39. I'm very exhausted by it. It's very very difficult. I always feel like my head's gonna blow up. It's very very very boring and tiring. I like very less stuff and I always feel like fainting. It's like stepping into a world of hardness.
40. It's fun going out out to the Sensory Garden. The games on yard are fun. I like doing the activities with my friends on yard. I like playing with my friends. The work is a bit boring. I don't like when a girl in my class ignores me on yard.
41. Some kids feel left out. It's annoying when you don't get the answer right
42. It's boring, ,annoying and bad. I like school trips.
43. Sometimes school is very loud and there is lots of kearning and I feel very tired so need to go home early.
44. School is hard.
45. A lot of sitting. Lessons not exciting
46. I like to go to school and playing outside with my friends
47. No

48. I’m dyslexic and the person (SENO) says I don’t need a laptop because they think that when I read something and don’t understand it as it has taken so long to work out the words that it’s ok and I don’t need help that makes me sad.
49. I am autistic. Somedays it is too hard to go to school. I can't even go to the shop. I need to chill and rest on them days.
50. My son has bee kicked at, feet stomped on yet the teacher said it was an accident. These accidents have been happening all year. This happening with a special needs child is disgraceful. SNA access has been cut down
51. i have learning and DCD problems. it is very hard to sit all day and keep writing and learning. i like the days i can go to nurture. we do fun things like cooking and puzzles. we don't have to sit still. we can move around
52. I like going to school. We do a lot of fun activities.
53. Teachers are unapproachable this 😟worries children.
54. Holidays, childcare issues. As a healthcare professional, so many children attend appointments with their parents because of childcare issues. If schools could support this that might help.
55. No one listens your just made do stuff
56. We have a lovely new school building and it's so much nicer than the old one, chairs are more comfortable, toilets are newer and clean, the old toilets were horrible
57. it would be exciting to have music, sports, drama at school, fun activities
58. I'm autistic i find the full day really hard
59. Parents who work from home are a bad example. Kids say " why do I have to go out to school when you can work at home?"
60. It is boring and the yard time is not long enough also the football blits outside school on school days is excluding kids that don't like football and is leving them behind in school doing work for the whole day and then the football team comes back with treats and snacks from the shop and eat them in class I think this is very unfair to the people who don't like football
61. Bullying and anxiety are big thing and what happens at lunchtime when teachers not watching like they should be
62. It is helpful to develop interpersonal skills
63. I want the principal to get rid of bullying teachers. I want the whistle in the yard to go in the bin. I want to be able to play in the yard but if it’s too noisy and overwhelming I want to be able to have a quiet space to go to
64. Like art
65. I'll like the school if it is all about fun. No work at all. I like the school if it contains PS5
66. I don't like going to school as there is too much work and the teacher shouts
67. Homework takes away from my time in the eve to spend with my family. I put in alot of effort in school and I'm tired in the afternoon. It is too much on top of all the schoolwork.
68. I don’t like my teacher and that is hard. She is very snappy and rude.
69. I love school

70. I'd like longer lunch breaks
71. Movement breaks, team games, trampoline,
72. No
73. No Homework
74. No homework we do enough in school
75. The classroom is very noisy which I find hard
76. I like it!
77. Why is there homework
78. I love my teacher and break time and art work
79. The only thing I don’t like is homework. Also I love my friends.
80. No
81. Please try make schools perfect so everyone can fit in.perfect is when students get the right sort of work that they need.
82. Sometimes it is nice to have a break from school and go on a holiday. Once I do my work and do well it is ok
83. Stay longer outside
84. I love my school and my friends
85. Subjects are more advanced than twenty or thirty years ago. Subjects seem to move on quickly leaving work unfinished
86. No there's nothing
87. When I try to have fun I’m not allowed have fun
88. I love school
89. I love school
90. Some teachers dont explain topics well
91. My teacher is nice and I love her.
92. It is fun and Mammy takes me
93. Homework should not be allowed
94. It is not fun
95. School is fun when you have a great teacher and friends who love you and see you
96. Have playground equipment to play with
97. Maths is too hard , I love the principal because she is kind.
98. Sometimes bullying can stop children going to school. Sometimes children need other help like with a therapist. Most children don't want to say if they are getting bullied to try and prevent more bullying.
99. "School is fun, teachers make us laugh and i like to learn new things everyday, my ambition is to become a teacher like you".
100. I like school because I get to play outside with my mates and to talk outside and have a laugh
101. Both children enjoy school, learning new things and being with their friends
102. I think children should not have homework in primary because e are kids and we won’t be forever and also I think we need more active breaks because I don’t like sitting down for a while
103. Boys in the class bully me, and I even though my mam always tells the teacher and gives out the teacher never gives out to them. They say sorry and do it again or she tells me it’s always an accident when I know it’s not.

104. My room is a bit small and we are a bit squashed. Our chairs are not comfortable and it’s hard to get our books out of our boscas.
105. No
106. Principal is a bit mean & more inclusion and quiet breaks for sensitive children
107. Some kids love learning others are not interested in it.
108. Like meeting my friends at school. - my son took time to consider these answers and I thought it was really interesting that he felt strongly that only people in school should be helping you go to school - he did not see paretns s a part of it and felt friends and sibling were much stronger.
109. Why do we have to have homework.
110. People have to go to school so they’re not silly when they grow up (Callie, 6!)
111. I think school should have less work/home work because it could put children under pressure to get work done because we don’t know what goes on in their lives that makes it hard for them to get there work done.there should be more fun stuff to incourage children to go to school and give a positive impression of school.
112. It starts too early
113. i stress out often wether thats to upcoming projects, presentations, etc. i often have panic attacks in school, only my friends know about that.
114. I want to spend more time with my mum and school stops me. I’d like to spend more time outside at school, like when I do forest school camp. Why do we need homework? I want to be able to bring toys to school, that makes me feel better. I have lots of friends but sometimes I feel alone at school. (Senior Infant, Age 6)
115. The autistic people would like to get a brake to go outside then go back in the there class room
116. I've been bullied for 2 years and I don't feel safe in school
117. to question number 4 in some situations the teaSometimes he has favorites and no matter how hard others work, he still rewards his favorites.cher is also to blame. because it is not fair to the children. and the teacher does bullying out of spite.
118. I'm bored at school
119. Sometimes I feel anxious in school and I do find the work hard. Sometimes it's too much.
120. No
121. Sometimes it's fun and sometimes it's boring
122. School day is too long. If you could have more arts or sports everyday more movement more thing outside not just in the good weather water
123. i would like to go to school but i cant for many reasons. i don't feel safe in school, the day is long and the work is hard.
124. Too much time sitting doing written work during early years of school.not enough movement or nature time
125. No
126. Sometimes I don't like to go to school because I am tired.

127. It's a bit boring sometimes but I still like to go because I get to see my friends and play at break.
128. I want more movement breaks and places to go outside of class so I can get a break from all the 27 people in my class which feels noisy and busy a lot of the time. I want more freedom and playtime the classroom is too much work.
129. Don't like to do homework as I find it very hard sometimes
130. No
131. Homework should be abolished
132. School is fun and I like playing with my friends outside(5 yrs old)
133. No
134. I love it
135. It is good to go to school to learn so you can get a good job and so you can make more friends
136. I really like going to school everyday and I love to learn
137. I like going to swimming
138. No
139. I like seeing all my friends
140. Sometimes I feel scared in school that I might not make the bus on time. Sometimes I feel I'm going to fail my work. Not enough time to eat my packed lunch that my mum or dad makes.
141. I don't like homework
142. It is important to be kind to others
143. Yard time is very important
144. No
145. No
146. It causes me severe anxiety and panic attacks
147. I'm in a dyslexia school and I feel it's important that I have a good teacher who knows what I need to learn not subs who don't know my program. I don't like when my teacher is out a lot.
148. My old teacher said if we got work done quick and properly we cud go to park so we did. We loved getting out for air it was a nice break
149. It is fun and i like seeing my friends but sometimes i find some work hard. Though i sometimes i find a bit hard to fit in.
150. My child thinks that going to school which is on a hill in rainy weather is terrible.
151. School work most of the time easy for me and the work is the same over and over I need to be challenged a bit more and make learning more practical instead of all reading and listening to teachers
152. My teacher makes school interesting
153. Some kids like to focus on their topics of interest and try to excel in this area. Some kids don't have the capacity to learn subjects they don't think will help them in their future. Some need more visual and interactive learning styles. Some teachers are very demanding and give punishments even if the child does not have the capacity to do a task.
154. Teachers don't care and call you out and mock you
155. I love school

156. the way they teach makes school boring
157. No
158. Fun to cycle to school and ability to play table tennis
159. Sometimes I have burnout as I am autistic and we don't have a sensory room in the mainstream and we need more videogames.
160. More sports and clubs
161. No
162. Our sixth class helpers help us a lot
163. The bus goes too early
164. My teachers are very nice , kind , helpfull ,and thea are very undersatnding .
165. No
166. I like going to school but I think I would like to learn more outside of school aswell.
167. Going to school is fun and mostly every day, kids like going to school
168. I find school day too longand boring and than have to go home and do homework. Too much learning not enough play and entertaimment.
169. I love doing maths.
170. If I had 3 days off school I would be happier
171. Bullying was very bad
172. I love going to school because my teacher and friends are nice.
173. No
174. You should play with others that don't have friends
175. Abolished home work
176. As a child with Down Syndrome, I attend main stream school. However, every 6 weeks, I am exhausted due to having to go to so many appointments and attend school full time.
177. sometimes people don't treat each other kindly, but school is fun and i like learning new things
178. No
179. I would like 4 days a week or 1 half day a week. It would make the week feel shorter
180. No
181. It's fun. It's nice. It's exciting because you learn new things.
182. I like the hot lunches at my school, but the containers aren't very good. They get all wet from condensation. I'd also prefer to have chairs in the sports hall during whole school assemblies!
183. I like school and love going everyday but sometimes I see my brother crying and asking not to go to school he cries and my mam has to talk to him I feel lucky I love school
184. More help with school work when its hard
185. Miss my parents
186. It's fun and interesting
187. I don’t like being separated at religion time
188. I feel bored when my friends are doing religion and my friends and me who don't are ignored.

189. its fun
190. The teachers have favourites and its never me. I don't feel like I belong there. Half the time, I don't want to go to school. I only go to see my friends. My teacher makes fun of us and I don't like that.
191. My teacher is strict. I don't really have that much friends anymore. I would like school to start at 10. Not many people acknowledge my existence.
192. If you have a nice teacher school is fun.
193. My teachers shout and the girls in my class leave me out so I feel sad. The room is noisy and hurts my ears. I can’t concentrate and get given out to if I don’t get everything right. I feel ill a lot and that makes school even harder.
194. School is fun for me!!!
195. Going to school is ok its fun to play with friends and stuff
196. I love school so much and it is fun.
197. It's so fun
198. Mom and dad say we always have to go
199. I find school hard it can be loud and sometimes my sna isn't there. I don't get a movement break every day and I need it.
200. theres to much bullying to me and my friends and it dosent stop beacause most teachers arent bothered to sort it out
201. I'm scared of bullying. Of that happens to me I don't want to go to school.
202. There should be more fun subjects like drama
203. I don't like homework. I feel like it takes up too much time and if I don't get it all done I will get in trouble. At school I don't like sitting down for long times.
204. I want extra help with my work. I don't like all the homework.
205. Nil
206. I hate school
207. I love school
208. We would like to wear our school tracksuit as our uniform
209. We would like ro wear our school tracksuit as our uniform everyday
210. I love going to school.
211. Not every day is the same
212. We always learn and we want to have and we play with our friends and we can have help with our teachers. When somebody bes naughty and mean to you and unkind to you, you tell teacher.
213. School would be better without any homework as we do enough of it in school. It is important to have time to play after school.Im tired after a day of school.
214. No
215. School work is hard when you see other people getting more help than you its frustrating. Homework feels like punishment
216. Remove homework as it causes immense pressure on child & parent.
217. People bullying each other and I don't like it
218. School is important because you get to learn. And if you don't learn you won't be smart and you won't know anything.

219. I think school is very good because learning is important for children and I think some people find it hard to learn and focus but my teacher has helped me learn and focus
220. School is fun because I get to learn new things and be with my friends.
221. I don’t really like homework
222. We need more fun and wellness days
223. I hate it
224. I love it because I like doing school work
225. I just don't like school
226. 作业怎么做
227. Children hate homework I hate homework
228. No
229. No
230. No
231. It is very fun
232. Nothing
233. There is not enough sports activity. PE should be at least 4 hours per week.
234. No
235. I fun on the yard and I like hide and seek and I like the books
236. I think there should be more stuff in school like swimming pool ,Library and football pitch
237. Teachers can be very mean and nobody listens to the children when the problem is the teacher. Children need a voice and grown ups should listen to their problems instead of telling us not to tell tales or to just sit down
238. My school is an active school as we always have some load of fun things on. I love my school.
239. A kind school
240. no
241. The school work is too hard and the teacher picks u on to answer a question when you don’t raise ur hand
242. PTSD for the rest of my life
243. We don't get enough playtime.
244. Too much work and so many hours - 1st class
245. No
246. More understanding around children who suffer from anxiety.
247. School is nice and fun

Why Do Students Miss School? Let’s Talk!

Q5. If you have chosen another reason, please tell us why do you not like to go to school sometimes?

1.hsdfhsffj
2.Tired
3.Tiring
4.waking up early is so ANNOYING make school start at 10 am and i will have no problem at all ref
5.getting up early
6.I don’t like wearing the uniform unless it’s the PE one
7.It’s hard to get up every morning
8.It's filthy here and I may genuinely be having allergic reactions to the school environment
9.School can just be draining sometimes, even if it isn’t the amount of work received it can be the amount of time spent there
10. My school were unsupportive
11. School is based on the criminal justice system. Everyone is treated terribly by teachers, unless you happen to be a favourite. It is a horrible environment.
12. Sensory needs
13. No place to eat lunch, not enough break time
14. The entire system is outdated, boring and has no way to motivate kids. 7 subjects with no relation to each other for what? The curriculum is awful too. Business, maths, biology and English are the only subjects that teach you anything useful. And even thats a stretch. Leaving cert requires no critical thinking, creativity or individuality. It's just a memory game no one wants to play.
15. I want to be with my friends but I feel like I'm trapped, my uniform starts to feel tight and I can't breathe. I always want to get out. I can't concentrate when a teacher is talking all the time, I loose track of the conversation. I don't feel school is about being involved, being able to discuss and work stuff out, it is more about controlling us(especially when they shout)and getting good exam results.
I don't get support when I get anxious and start to freak out when I'm in school and then I'm scared my class will see me and I don't want to go back. Sometimes I get left on a chair in the hall or corridor where older students can see me crying. Sometimes I have nightmares, I can't sleep or I worry all weekend about what will happen in school.
16. Teachers are inept. Schools are a racket to force kids to become accountants silently screaming inwards and crying at 3 am with regret. A civil service job is no aspiration. The cat is out of the bag, not going back in.
17. Just really boring
18. Too tired.
19. The uniform I feel horrible in it ,iv no close friends ,waiting on classes to start feeling like who do I talk with embarrassed

20. Learning stuff I more than likely won’t need to know in life
21. Teachers acting like they are above everyone, respect is a two way street some teachers don't show us respect. Calling them sir and miss is old fashioned and is unequal giving a superior complex to some.
22. Autistic Burnout
23. School is too loud and people vape in the bathrooms
24. Can’t handle pressure
25. certain teachers
26. Getting up early and uniform can be annoying
27. work is hard
28. No sleep
29. don’t wanna say
30. .
31. Because if much rather be comfortable in my bed rather than having to deal with teachers
32. i have friends but feel like none of them like me
33. the teachers are mean
34. i’m too tired
35. sometimes you need a break from all of the stress school brings
36. No
37. Too much pressure, teachers give too much homework I can’t complete because I have to do other stuff at home and there’s too much pressure to get studying done
38. sometimes i will be to tired and im not bothered
39. Not bothered to wake up early
40. Idk
41. I'm to tired
42. Tired
43. sometimes i just don’t want to come in
44. Hate wearing uniform am uncomfortable in it. And hate subjects on sum days
45. It’s mentally draining
46. It’s boring
47. Sometimes I get up and feel very tired, but not so bad I can't come in
48. I don’t like it
49. Some classes feel useless but most of them aren't
50. Working
51. too tired
52. I would rather stay at home
53. It’s just boring but nice ig
54. Some days are not as important to be in as others
55. .
56. Teachers forget I’m autistic despite my parents explaining to the school many times resulting in me getting overwhelmed in class. Using earphones to help with sensory processing and getting shouted at by teacher for using them. Being called names and picked on and laughed at.
57. study at home

Q8. If you have chosen another reason, please tell us why you think some students may not want to go to school at times?

1.The students find some subjects difficult and they don’t want to go to school.
2.Not feeling well or sick
3.Poor attitude and no ambition
4.Bullies
5.I don’t have another reason
6.Teachers
7..
8.Because of rumors
9./
10. they just can't be bothered
11. I don’t have another reason
12. I didn’t
13. All of the above are reasons why students may not want to go to school
14. they want to go on holiday for a long period of time
15. Because its so mentally exhausting. Adults expect us to go to school for 7 hours and then still do homework and study at home for a whole week with homework still for over the weekend when adults themselves don't work that much.
16. Teachers treating students poorly
17. Bad teaching methods with some teachers
18. Their parents don’t encourage them to go to school
19. .
20. teachers are fairly anoying
21. no
22. effort
23. effort
24. Pressure from teachers/other students; a lot of work to do; prepare for other activities (sports, for example); find the timetable difficult/inconvenient; lack of motivation (grades are not always fair); focus/work better at home
25. No
26. Not feeling like they belong or are self conscious
27. n/a
28. Lazy
29. Reliance on apprenticeships
30. If there are days that nobody in my class are going to be in school.
31. Feeling sleepy
32. .
33. hidden disabilities with no type of management
34. There mental health and headspace
35. Tired and not bothered
36. No
37. Idk

38. It’s draining sometimes
39. They just don’t like it
40. just tired in general
41. Its boring
42. my child is proundly disabled again N/A
43. school is borring and all teachers are bad
44. The teachers do not connect with the children. It's too regimented and unnecessarily strict but turn blind eye to bad behaviour of some students Too many free classes
45. yes
46. personally i feel so drained coming into school
47. lazy
48. The education system is very targeted towards academic students and the subjects given do not suit everyone.
49. Because they don't want to go to school because they feel they don't belong anywhere
50. Going to school can be very overwhelming especially Because of junior cert stress
51. Some might not really care about school and prefer to go to town when they are supposed to be in school
52. We do the same everyday
53. School can just be a hard place for people to be in general, not necessarily for a specific reason it’s just too much and some people aren’t built for school.
54. Not wanting to do a test in a subject
55. people who have genuinely forgotten to do a piece of homework get scared to go to that class risking getting shouted at for a simple mistake
56. Stress over getting in trouble for not having homework done, seriously guys, we don't need homework
57. Sometimes going to school can be very tiring when you’re a student who focuses better at home and has low social battery, some days you just need an extra break from school mentally and physically
58. teachers.
59. They Have appointments or Have to Do something important
60. Struggling with homework
61. It might be because they find a subject boring and don't want to do it.
62. Because waking up at 6 everyday shouldnt be allowed
63. bad teachers
64. Teachers are not very nice sometimes
65. Homework
66. Matthew murrphy
67. Tired
68. Work
69. They just are super tired and can’t make the effort
70. Lack of consistency from teachers
71. The people they have to deal with are filth
72. energy levels as in like mental health issues like drained

73. exhausting
74. They don’t enjoy the amount of work
75. They might have no need or want to go to school and might enjoy being at home
76. They are sick
77. Bc I don't want to sometimes
78. teachers and the amount of work being given
79. teachers.
work.
other students being rude.
pressure.
80. They feel pressure if they are not as academic as there piers
81. They feel lonely or don’t know hat to do at break because they have no freinds
82. They might have to work
83. They're always on their phones. So they struggle to concentrate and find it hard to get up in the mornings.
84. They might be sick
85. im autistic and i have adhd, dyspraxia(/dcd) and struggle with autistic burn out
i found school too overwhelming and i have a lot of sensory sensitives to noise and there was too many demands
86. Teachers not turning up for classes
87. A school day is very draining and doesn’t leave time to recover as once you come home you have homework, study and possibly after school activities. School doesn’t allow for people to have a life outside of it.
88. School is very important, the only reason I would not be in is if I sm unwell
89. sleeping disorders
90. There may be a day where lots of non-exam subjects appear which may discourage people from coming
91. just not bothered and want to do something else and for q6 more holidays aswell
92. Dossing
93. ty trip is not abroad waste of money bad rules new principal is not fair we have rights
94. N/A
95. influence of friends, they think that being absent is normal.
96. draining, competing
97. n/a
98. ADHD Autism in mainstream
99. Tired
100. To tired
101. it’s s bit of an effort
102. The teachers
103. Burnout and simply exhaustion.
Hours of homework on top of long school days.

104. Wake up early in the morning
105. I think some students don’t go to school because they don’t have parents giving them motivation and don’t want to get up so early
106. drained and tried from school
107. Dealing with teachers can be abit stressful sometimes
108. Teachers
109. School is quite draining at most and not supportive
110. Family reasons
111. No
112. It gets very tiring
113. Teachers
114. they could have abusive friends
115. You don't learn anything and u don't come out with anything that u actually need eg cvs or how to do taxes. Everyone isn't made to just sit and listen and be expected to learn that way
116. No interest in education
117. Teachers do too much talking
118. There friends don’t go to school alot
119. Home is more productive
120. They feel like missing some classes isn’t that detrimental to your education
121. Too much writing and not enough practical
122. Effort
123. Not bothered, tired
124. wast of time if your productive outside school . school wears you out so its a waste of energy
125. Too lazy and parents don’t make them go in
126. Lots of free classes
127. Tired
128. N/a
129. Afraid of other students who are very disrespectful to all adults and piers
130. Homework
131. Brainwashes you into thinking you need an education
132. pressure from surroundings to do well and attend school
133. School is unpaid work
134. Sick of school
135. Very sick or in hospital
136. not enough sleep or school starts too early
137. Some people don't like waking up so early
138. They might have no one to talk to and is nervous to come in because of that
139. Illness
140. school starts too early for most people
141. N/A

142. If a teacher isn't particularly inspiring it can be hard to engage with that subject. Or if a teacher is absent regularly.
143. Not interested, find it boring
144. Transport issues getting to school
145. Difficulties in their personal life
146. I don’t have one
147. Maybe some some the students don't feel like and I think is normal but holy wills in a blue
148. It is often the case that when a teacher is unprepared, disorganized, or inconsistent in delivering a lesson, students quickly lose interest. They become disengaged, restless, and frustrated simply because it is difficult to remain attentive or motivated in a poorly structured learning environment. When lessons lack clarity, energy, or coherence, it’s no surprise that students begin to associate those classes with boredom. If such teaching continues without improvement, it naturally leads to a decline in students’ willingness to attend those classes at all.
On the other hand, there are teachers who approach their lessons with great responsibility and enthusiasm. They prepare thoughtfully, structure their material clearly, and present it in a way that captivates students’ attention. As a result, students become inspired, motivated, and genuinely eager to participate and learn more. They begin to look forward to those lessons because they feel engaged, respected, and intellectually stimulated.
I truly believe this is a core issue behind many students' reluctance to attend school regularly. And, frankly, it’s not just a matter of adolescence or immaturity—adults, too, tend to avoid environments where they feel bored or uninspired. It’s a universal human response: we are drawn to places that energize us, and we withdraw from those that don’t.
149. Tired, need a break
150. Laziness
151. Toilet breaks not always easy during class
152. Mental health, burn out, environment. Some students have more stuff than others going on at home, and it's quite ridiculous that a schools first instinct is to try get them back into school rather than actually trying to show they care.
153. They are usually too lazy to bother
154. Some students tend to think its not important
155. school is tiring and the days are very long
156. Some subjects they're considering are not important

Q11. Is there anything else you would like to share about school attendance? Write your answer here:

1.No
2.Have dyslexia
3.Too structured not suitable for neurodiverse children.
4.Make it more appealing to girls
5.Understanding children's diversity, being capable better at different subjects and recognising different learning capabilities in different
6.N/A
7.No thank you :)
8.no
9.I don't like my year head she is scary
10. no
11. Nah
12. My attendance isn't the best but I thankfully never had anyone point anything out.
13. I tried my very best but school did not try their best to put plans in place or offer me movement breaks within my timetable
14. If feel like attendance awards may make people who genuinely cant come to school alot feel bad about themselves
15. Teacher support & understanding is key to help students in everyday tasks in school.
16. Schools go on and on about mental health but they are the ones destroying our mental health.
17. More quiet spaces
18. School day is very long and I get tired
19. I feel if I had more support in subjects I struggle in I would want to go all the time .
20. Uniforms are uncomfortable. No place to eat, no canteen or free meals available,
21. I only missed one week in the while year (not consecutively) and my attendence is good.
22. The kids feel they don't belong to the school. No emotional relationship with the school
23. The reasons for not coming to school are not the same for everyone. For me personally, I go home if I feel unwell or if I only have a class left and that I do not need to stay, if I find the work repetitive and easy. Many parents are too lenient with their children, allowing them to constantly take school days off. I do believe it is okay for a child to miss under 3 days a year just for enjoyment but no more than this. Many students skip school because it's boring and sometimes teachers can just make it a whole lot worse if they are too strict. Some students skip school due to assessments, unfinished homework or general boredom in school.
24. Q 7 I feel those options don't apply

25. Punishing students for their attendance will only push kids away from education. Many people suffer with various disadvantages, from health, to location, to motivation, to home life that could affect their ability to be on time, or show up at all. Instead, kids should be motivated to learn. Giving rewards to kids who are privileged enough to arrive on time everyday isn't a solution. Instead focus on kids struggling, why they're struggling and what can be done to help them. Why punish or reward, when you can just help.
26. Question 5, I have supportive teachers, I want to go to college I enjoy learning, my participation and grades in school are high. I have friends. I struggle with Anxiety, I vomit, sweat and want to tear my skin off, sometimes. I feel trapped, caged in. I don't want to be different, I want to be happy in school but I'm not. I hate that teachers shout and repeat the same thing exam papers, revision. My favourite subjects Science and History we stopped experimenting and learning after Christmas I hate being in school and when I'm not in school I hate that I think about it all the time and worry. .
27. Schools take wonderful subjects and kill them with mindless full nonsense focused on points and regurgitating blurb do exams. You have no idea how good it could be. Institutionalized teachers don't even recognize real education.
28. Shorter day so I have time for hobbies or cooking at home, instead of school then homework then nearly bed time.
29. In not attending at the min iv missed 30 days my anxiety esp aftercare 2 week easter break where I didn't meet up with school friends an I coukd see them all out online sleepovers having fun together, made me feel isolated an not wanted esp as my road friends didn't get bk after the covid ban lifted .I want to do well my parents have me attend therapy costing 80 per week or 160 when parent session take place once a month it's awfull I hope I get there .
30. No
31. School is a stressful environment that child don’t choose and like all people need breaks and time to recharge
32. No
33. To much tests and Projects overlapping
34. It’s not that important unless you miss like 50 days
35. Nothing else
36. No
37. No
38. no 🤓👆
39. no
40. add more trips so students attend school more
41. .
42. No one likes school
43. No
44. .
45. No
46. No
47. Students sometimes get more work/study done at home

48. no
49. Make more PE
50. I think students miss school because it's boring and the teachers sometimes treat others differently
51. nope
52. Detention
53. Nah
54. I think there should be a brake between school days or a relax period
55. Nah
56. Home games
57. .
58. Stop stigmasiing lack of attendance it can be helpful and beneficial
59. If I’m forced to go to school to an environment where there is little understand of my autism and sensory issues, especially the principal, it results in me in burn out which is very serious and takes a long time to recover from
60. No acknowledgement for good attendance
61. Days are to long and work is to hard
62. It's not I won't go to school, I can't. I pretend to be someone I'm not to fit in. It's exhausting. I sleep everyday after school. Teachers did not believe my mam that I am autistic. The SENCo said there's no way. I am diagnosed AuDHD. Teachers do not understand Autism
63. Reg should be cut out and school starts at 9 instead of 8:50
64. Students could miss school for most if not all of the reasons stated in this survey
65. All work covered in class should be put up on teams (PowerPoints, notes, videos, etc) because it does not take long to do and would help students who cannot come into school for various reasons immensely. There’s often too much to catch up on by asking people for notes for example and many students do not have a friend in all of their classes to ask. Some students may also be hesitant to message teachers if their attendance is particularly low because they may feel like they are inconveniencing the teacher, and that the teacher might think it is the students fault for rarely being in. Of course most teachers are happy to help, but I think this would make a huge difference.
66. No
67. I love school, because I have loads of friends and it's also fun and enjoyable. It's a great place for education if you want to go to college in the future. I always dread about going back to school on a Monday and coming back after mid-term breaks, but my mam or my dad would tell me that I will be perfectly fine. I do love to be away from school sometimes and do whatever I want.
68. It’s become a common thing for adults to give out to students and think they’re “lazy” for having poor attendance. I never hear of people getting asked if they’re okay. As much as schools claim to try prevent bullying behaviour, students are continuing to be failed by the system. There’s no actual ACTION taken against bullying and school issues. Because of this, more and more students lose hope, and leave the environment they’re mistreated in.

69. You can't focus in class by the end of the week by how emotionally drained you are with only 2 day rest for trying to get your energy back up and socialise and do your homework and still try care for your mental health. Every morning you dread waking up so so so bad knowing how bad it will drain you and you just can't deal with school anymore. Most of what we learn we will not need in life, which is another reason why we don't see a problem in missing a day we don't miss much and if we do it's not that important half the time. We are thought to memorise not understand draining us even more. We dont even get thought basic life skills which EVERYONE needs but no apparently figuring out what x and y and knowing all your JC poems and their notes off by heart will be more needed in your future.
70. I am autistic and go to mainstream and to an autistic classes to help me. And find it difficult to make friends with other peers that are in mainstream because they don't understand me and other where we need more education about disabilities and not looking at us as stupid.artistic kids
71. Don't make people do oral presentations if they don't want to because it's very stressful
72. No
73. In order for students to attend school, they have to be encouraged by family members and my family members especially parents that it’s important to go and not just stay at home
74. .
75. school attendance is very difficult when you are dealing with mental health issues/anxiety, then on top of that the environment of the school plays a big part in it
76. no
77. no
78. The bullying in this school has gotten out of hand
79. The Ministry of Education of Ireland should look more into other countries' schools education and structures
80. No
81. no
82. no
83. Unexpected death in our family one my nephew 24 took an awful effect on my daughter and 3 months later her grandfather passed away
84. No, thank you
85. sometimes students skip school to study or revise at home instead like I have
86. .
87. some students cannont help being out due to health related issues or family issues and teachers should be accomidating or just understanding of such issues
88. School is tough and we’re all just trying our best and we’re caught in the matrix of the rat race for points school can be not a positive place for many reasons for many people it’s not as rosy as it seems
89. Nah

90. No
91. No
92. More School time would be highly beneficial especially for special educational needs students
93. Yeah i think school shouldn’t be a thing
94. these surveys are disigned for certain type of children not broad enough to cather for all SN children
95. An option of online and school.
96. hello
97. please, do not call parents if the student is out:)
98. nah
99. There is too much homework given after learning in school which can make people want to avoid it altogether.
100. Attendance everyday should be the bare minimum and teachers obviously praise it but it’s important they pay attention and mark the role properly so there are no mistakes regarding attendance
101. No
102. I like to have perfect attendance
103. You need to understand that going to school when you’re not as social as most can be very draining, as well as the school system sometimes constantly expecting you to do the best. I love learning and I love hanging out with my friends but going to school everyday leaving the house at half seven and coming back by five because of limited travel options it’s tiring working an adults usual work day as a fourteen year old and studying on top sometimes we need to miss school so we can take a break
104. I feel good school attendance is important and should be rewarded
105. No
106. i think because teachers (most) dont know how to teach their subject and to keep the class properly engaged
107. Our twins love going to Colaiste Mhuire Thurles
108. If a person goes to school they should be maximizing time spent on useful classes/work, especially 5th and 6th years do NOT find wellbeing useful - we could use that time for important study
109. idk how you'd do it but normalise mental health days
110. No thanks.
111. I don't want to go if I have classes I don't like because of the teacher or the work
112. There are children who bullies other kids a lot and another reason is that they do not have friends.
113. I feel that the once you have any issues the teachers label you and don’t try to understand a lot of the shout and try to make a show of you
114. I need to be able to get support as I am autistic and cannot cope without access to an ASD class. The school environment triggers my anxiety disorder, I want to be successful, I want to make friends in school

115. School is extremely difficult at times. Sometimes teachers might also rush through a topic without really explaining it properly so nobody understands or it’s very difficult. When there are end of year summer exams teachers should give the topics that are in the test at least a month early so it’s very easy to revise and there is very little pressure stress or anxiety. I really struggle with studying in general to be honest aswell as no one taught us how to study. I think there should be a class teaching you how to study or at least a free class where you are able to revise in. It doesn’t have to be every day just once or twice a week.
116. Add a brake period in the middle of the week
117. Iam always in ive missed 2 days cause i was sick
118. It’s good
119. More resources to make learning interesting
120. I have struggled with school attendance for many years - since 3rd class due to mental health issues and physical health issues and basic tiredness
121. School is boring sometimes
122. I think we should get more holiday
123. the pressure tests might have ok them and they feel they must do good in these tests
124. most students don’t like going to school as they feel the teachers target them or are rude to them another reason is the amount of work and the effort you have to put in
125. NAUR
126. I think we it is very stressful going to classes and getting in trouble
127. It shouldn't be an option not to go to school unless you are sick. The country I was born in, we always had to go to school. The teachers we have are very nice. I don't understand why everyone's attendance is not better.
128. i find school too pressurising with the attendance awards
129. Some teachers seem disinterested & don’t care and can be mean
130. I only don't go if i'm genuinely sick
131. Some teachers ego's are to big to help students
132. Mainstream school kills joy and creativity in children. We are expected to work like adults but be treated as kids. Secondary education is draining for children of all academic abilities and needs.
133. Having substitute teachers in instead of class teachers is not useful
134. No
135. you cant expect it of your students everyday, we also get tired you know.
136. it’s not fair
137. I go to acc but it wasn't there
138. N/A
139. No. Thanks
140. people judge too quick when people have bad attendance, especially school staff and never look deeper into why
141. Some students might struggle at home or just struggle with homework so they might not go in so they don't get in trouble
142. My attendance is bad but i get good grades
143. no thank you

144. Unable to access Education for three years in mainstream secondary due to mental health problems caused by unsuitable school environment. Since have been doing an LCA programme run by a HSE programme and have attended every day as there are proper supports. Game changer.
145. SNA access to facilitate breaks is important. Access to accommodations is also very helpful. Most mainstream schools are not accessible for Autistic or ADHD kids or anyone else with sensory issues.
146. No
147. I find school hard because I have very bad anxiety
148. If I could learn online
149. school needs to focus on mental health more
150. I think school attendance is important, but for some people it is physically and mentally impossible to go in every single day. And then if we don't have notes and homework done we are punished for it, just leading us to go in sick and unstable. I understand some people skip school because "why not? Going to town is more fun", but I do think there needs to be a more supportive system where students can feel safe missing school if sick. A lot of teachers in my school don't even put up the homework on teams, and my friends often forget to send me the notes and homework if we had any.
151. teachers are the bullies
152. Na
153. I would rather work and learn that way I can’t do the school and classroom online to be outside and I’m good with my hands I have severe dyslexia and other issues but I have been thriving in a working environment and learning loads of practical things not what the education system things I should be learning I think there should be more that one option of schooling for children we all don’t fit in the same round hole
154. No thanks
155. No
156. Not having to go to school that early as some students have to get up at very early hours
157. Too much homework
158. I really want to go to school every day but my poor mental health often makes that not possible.
159. i think they should put more on teams becayse when we are not in becauze we are sick etc. we csnt get any work done because yes we might ask our friends but could not tell us or not know
160. no
161. People may feel as there is too much pressure being applied
162. Parents are way more lenient on people not going to school
163. No
164. Not really
165. In any of the questions the answers never included anything to do with teachers absences
166. 7. Secondary school?
167. School staff that are unprofessional can make good attendance less achievable

168. Fear of other people in my class and intimadation in sneaky ways so teachers can't see it hear what's happening
169. No
170. Promote attendance with fun days out etc also give out less homework as it gives students more time to spend with family members and unwind for the next school day .
171. If there was more ways to help kids go to school for example different classes if they aren't fitting into one
172. Chose your teachers for each subject
173. its not easy to attend school but i believe we should all try our best
174. Unfortunately perfect attendance
175. school is very stressful
176. It's about having fun stuff for having good attendance
177. sometimes going four days a week can be mentally draining for some students and a few absences a year (to a certain extent) doesn’t seem like a big problem
178. No thanks
179. Every day counts
180. It's too strict. Miss one day because you're sick and you could fail a test. And it'll be your fault for not coming in
181. No
182. It’s really important because it goes into your report at the end of school and it goes all the way to college because it’s nice to be on time sometimes
183. I got an award for attendance this year
184. No
185. There’s too much homework
186. No
187. Womens menstrual cycles are so hard on some girls
188. i get all h1s in tests despite having missed 70 days of school, i have a disability that my teachers don’t care about and it’s so mentally draining having no support from teachers to keep going. I get better grades than my friends with attendance but i just feel horrible whenever im in school. Teachers only care for popular students and my peers are so cliquey and judgemental . I think my grades suffer more when i go to school because of the toll it takes on my mental health. plus i have a physical disability that makes it so draining , im moving schools to a fee paying school for their online school option for when i have flare ups, but i don’t think it’s fair how inaccessible education can be to disabled children who want to do well.
189. Schooling is very important for everyone, so we should encourage the students and advise them how important School is

190. In my view, having nine lessons a day in secondary school can sometimes be too much for students to manage effectively. It may be beneficial to introduce a more differentiated weekly schedule—for example, having six lessons on Monday, nine on Tuesday, half a day on Wednesday, nine again on Thursday, and six on Friday. This kind of structure could help balance academic intensity with students' capacity for sustained focus and energy. Moreover, there should be a much stronger emphasis on conducting genuine, anonymous student surveys and, most importantly, acting on the feedback received. Too often, students either don't know how to respond to such surveys or, more commonly, don't believe their input will lead to any real change. This is especially true when there is no follow-up—when no one comes back to students to explain what was learned from the survey or what will be done differently as a result. That lack of transparency and responsiveness undermines trust and discourages honest participation. Another issue is the way some surveys are designed: when they're limited to test-like formats with rigid multiple-choice options, they don't always allow students to express their real thoughts. A more open, nuanced approach would capture richer and more accurate insights. There are also cases where teachers, with good intentions, tell students they can skip homework if it feels too difficult. While this might seem kind or understanding in the short term, it can unfortunately lead to students taking advantage of the flexibility. Over time, this may contribute to lower academic engagement and a weakened sense of responsibility—both of which can negatively affect their motivation to attend school. Ultimately, it's about finding the right balance between structure and support, and truly listening to students—not just asking them what they think, but showing them that their voices have the power to shape the learning environment they're part of.
191. Distance to get there , you spent there at least 5 hours and after school you have get back home . When you finally reached your home in a bad shape. Bad transport connection.
192. Hybrid was essential part of Covid and worked very well for some students ,an offer some classes online would help and support attendance ,at least 1 day or afternoon online across the week
193. School everyday is not necessary, if a student feels like they can't handle going in for a day or even a week due to mental health, no need to force them to go in, mental health is above all else, even education. It's quite ridiculous that when a students clearly struggling with their mental health and missing school, the schools first priority is to get them attending class, rather than caring for their actual mental well-being. School is not the most important thing in students lives.
194. no
195. No I have perfect attendance
196. Helps you in the long run
197. Students should know- parents will be immediately informed about any absence

Q4. Is there another reason children may sometimes miss school?

1.Parental behavior
2.Bereavement
3.Some parents don't see attendance at school as important.
4.Mo
5.Tired from all the work and just want to be home.in own environment and with their toys and.with parents where they are comfortable
6.Afraid of teacher
7.Learning difficulties
8.Need to work / help at home - family business etc
9.Not sure
10. Hospital appointments
11. Tired or just wishing more family time
12. Burn out
13. Lazy parenting
14. Home issues
15. Being tired or lazy
16. Appointments, especially those not available outside of school hours, eg: dentist, SLT, Doctors, hospital etc.
17. Issues at home
18. Yeah - when the school decides to close at 12.30 for a staff meeting and you have no one to mind or collect at that time. Why can’t they stay late to have their meetings after school like the rest of us
19. No
20. Getting sick from other children. Being in school sick
21. Maybe they are not been encouraged enough at home
22. I dont send my kids to school on their birthday, its a special day for family.
23. Family events - communions/funerals/weddings
24. Viruses being spread from child to child in class
25. School refusal
26. General rest day
27. Opportunities for another type of learning/ development opportunity - sport/ cultural/ group activity
28. Homelessness
29. Illness
30. parent's health issues maybe
31. n/a
32. Appointments
33. Medical appts
34. Sickness post covid. We have never experienced anything like this level of sickness. Their immune systems have still not recovered. For young girls that have their periods, attending school can be very stressful in terms of painful periods and the quality of and access to toilets.

35. Lack of Motivation and engagement
36. Wanting to spend time with parents
37. My child has missed school to attend physiotherapy abroad that we cannot access in this country, all other absences are illness or health related appointments (physiotherapy, orthotics, orthopaedic, ENT, paediatrician, nephrologist etc....
38. Issues with health, not feeling comfortable using toilets in school, no toilet paper, soap, hot water on occasions.
39. Social
40. No
41. No
42. Parental circumstances
43. Parents ill
44. Difficulties with friendships
45. Parent issues. E.g. parent depressed, socially anxious, addict, working nights
46. Not everybody may feel school is the single most important thing in a child's life.
47. parent's inability to make children attend the school
48. We took our daughter to the ploughing once for the experience (and most of the rest of her class had been over the years)
49. Appointments that you've waited years for
50. Bereavement, needing a mental health day, especially for neuro diverse children
51. I think some of the parents don't care about kids going to school regularly so they let their kids stay home.
52. after effects from Absence of routine due to Covid
53. Teacher training
54. The environment that is being provided is not conducive to learning. There is no fun and joy. My children have an asphalt playground, how do you expect them to want to go, there is nothing to do so the kids get bored and bully each other. Provide school equipment and playground time and pay the teachers more such that they have more drive to make it better for them and the kids. It should be a Parent TEACHERS Association, they need to get involved. Policies mean nothing, they are not enacted by principals for whatever reason. 55. It’s difficult to rank all of the above as I can only rank those relevant to my own child
56. Medical appointments
57. Sickness
58. Childcare issues
59. Family difficulties
60. Burnout from school environment
61. Burnout.
62. Family events or appointments
63. Long waiting lists in hospitals to address medical issue which results in missing school while waiting for medical issue to be addressed.

64. Absolute meltdowns more down to neurodiversity than direct mental health..... needing a break / end of term fatigue
65. Parents not showing enough interest in their child's attendance
66. Family events , routine appointments
67. Parents not placing importance on school. Difficult home life .
68. No
69. The Covid measures in 2020/2021 instilled extreme levels of fear and anxiety in children. Fast forward, and children are being taught ideologies that blur reality for them and even affirm they may be born in the wrong body! Gender identity contradicts the Cass Review and UK Supreme Court ruling. Have you also looked at damage from the Covid 19 shot - emerging evidence shows the injuries and the US is pulling it off the shelf for children! Children who are critical thinkers are made to feel they don't belong. Ones who question the ideology are bullied by teachers to accept it - eg pronouns.
70. when my child is not well
71. Appointments for play therapy and psychologist
72. Think a looser attitude to attending school has crept in post-Covid - families more likely to take time off for holidays and events etc.
73. Parental illness or logistical difficulties
74. Regular support therapies like Speech and Language, physio, OT etc
75. N/A
76. Dislike to a teacher
77. No
78. Appointments in the health system that hse won't reschedule to accommodate child's schooling
79. Red alerts and advisory alerts with severe weather
80. School does not always cater for children's divers social and other learning needs.
81. Visiting family abroad our one of the reason
82. Family Holidays, Health issues, Bullying,
83. Parental illness
84. N/a
85. Severe weather conditiond
86. Challenges within the family
87. No help for neurodivergent children. Exclusion due to religion as lots of children arent catholic but have no choice but to go to catholic schools
88. Na
89. An ethos in the home where it is not prioritized
90. Family emergencies
91. Family holidays taking during term time bc of price
92. Sickness
93. No
94. Appointments scheduled during school day and child does not return
95. School refusal / parents not bothered getting them there / parents allowing days off for silly things like a birthday , you made your confirmation last week etc

96. Parents not encouraging children to go
97. Family events such as bereavement etc
98. Autistic children not being supported.
99. Bereavement, parent's poor health (mental or physical)
100. Dental or other health appointments
101. Vaccines
102. Children get nervous and worried about going to school, school homework and adjusted in the school environment. They also have a pressure for competing with other kids and have low-self esteem if they don't get golden tickets or don't meet their self expectation.
103. Sleep deprived
104. Not inclusive enough for nuro-diversive kids
105. I think some parents just don't see it as a priority. I'd say that's one of the main reasons
106. Appointments
107. Family event
108. No
109. Parental values regarding the importance of school attendance
110. NO
111. Hospital appointment and anxiety going to school
112. Parents addiction issues, teacher / pupil issues
113. Medical appointments. Outside exams music/speech and drama etc
114. Too tired from a late evening or after a very active weekend
115. Needs a day off, you recharge, reset, rest. Come back to themselves
116. Neurodiversity
117. Not wanting to go, wanting to stay at home
118. Dyslexia - feeling like they aren’t as hood as others
119. Not liking some staff and subjects
120. Often last minute half days are put in the calendar by school. Often if parents are trying to work these can be very awkward and it may be easier not to send a child to school.
121. unknown
122. Autistic child can feel unsafe at school, feeling overwhelmed at school and having emotional difficulties and mental health issues relating to school performance and socialising difficulties and unable to maintain friendships
123. Parents working and not being able to get them to or from school
124. Family patterns
125. Family commitments; special occasions
126. Death or illness with a family member
127. Last minute appointment, death in family, day after celebrations
128. NA
129. Family events such as communions/confirmations/weddings
130. Family difficulties
131. Tiredness/needing a break

132. In my experience the main reason for my children missing school is that they are exhausted from all the demands that a day at school entails. I send my 10 yr old to school calm and regulated and he comes home burnt out and exhausted. He is super intelligent so doesn't struggle with the work but the level of demand is ridiculous. 6 hours of learning/sitting/using his brain/dealing with social and emotional load is too much, some teachers have old fashioned ways and approaches that make things worse. I spend the whole evening helping him to decompress so that he doesn't totally lose it. School is not suitable for a lot of neurodivergent kids even though they may be bright and able for the work, the environment is often not a suitable environment for them to learn in.
133. Overwhelm if the school doesn't meet their needs sufficiently
134. Long term illness, weather conditions roads tooicy, or trees down due to storms
135. family related matters, other important things to learn in life
136. Attitude towards schooling as in a parent thinks school is stupid and it passed down to child. This is something I've seen myself.
137. peer pressure. as in „it's cool to miss school and hang out together „
138. For appointments if they have additional health needs e.g: speech therapy, occupational therapy etc
139. Parents not seeing the importance of education and not leading by example to ensure they attend school daily.
140. no
141. Lack of parental support to keep going
142. Wanting to do something more fun!
143. People sending their children to school sick and then it spreads and my child for instance is a week recovering at home.
144. Good weather creates opportunities to go into nature , we are very disconnected from because of the bad weather
145. Family pressures at home.
146. Medical appointments
147. Working parents and getting kids to school Childcare . Say if younger siblings need caring for some period of after work hrs start. may not have support.
148. Parent mental health
149. Exhaustion- kids are doing way too much outside school nowadays and are sometimes exhausted, especially at towards the end of the term.
150. Family dynamics: separations
151. if they are sick
152. Family crisis; cultural values
153. nil
154. appointments
155. Parents not bothered if they go or not
156. Parents don't see their regular attendance as important
157. Parents not making them
158. No

159. Other appointments
160. Just not feeling it. Too much routine
161. If homework wasn’t done previous night
162. Family-related issues (death, illness, care of others)
163. Medical appointment
164. Appointments
165. Childcare issues (drop off/ collection)
166. GP appointments
167. No
168. If a single parent is caring for an elderly grandparent and cannot be in two places at once I.e school drop and taking elderly to a medical appointment
169. Unsupported home environment
170. Dentists apps..orthodontist apps..also school says don't send them in if they feel.unwell
171. Have had blood tests for immunosuppressed child and missed 30 mins but marked absent for day!
172. Exciting educational experiences outside of school
173. Purposely not been ready to leave with rest of household tp have a doss day
174. For extra curricular hobbies
175. Do kids actually learn anything useful in School? Many modules in the Primary level curriculum and barely a couple of effective hours in the classroom. There's actually more days of school holidays plus weekends and public holidays than actual School days. It is nonsense, a disruptive schedule for kids who biologically need routine.
176. Families difficulties addiction issues
177. From what I see at the school gate is some families do not hold much value in Primary Education - They tend to holiday abroad during school term and see the 20 days absence tracker as a target of how many days they are allowed to remove their child from the school.
178. Complete lack of supports from NCSE and lack of understanding/training in neurodivergent experience
179. Yes the teachers pile on work and give punishment if the children dont get it done on time don't get
180. Lack of understanding of autism by school staff
181. Sibling sick and no one to bring other child
182. Sometime Weather
183. Not liking the teacher.
184. Medical/Dental Appointments (not ill)
185. Na
186. Wellbeing days
187. Sickness
188. Dislike towards a particular teacher
189. Sickness
190. School not challenging the
191. Childcare issues

192. Tiredness
193. Difficulties At home - parents not being able to prioritise School
194. N/a
195. Lone parents or parents without a support network balancing multiple childrens needs and timetables
196. When a sibling has a day off in a different school (e.g. older sibling in secondary school).
197. School environment is not fun enough, it is too linear, too teacher lead, and does not support creative differences, too much testing and not enough collaborative self lead team work, not enough play and interaction, not enough movement, not enough interesting subjects and way too much emphasis on maths English Irish, lack of accountability and training for teachers in self care and children's welfare, children are parents are quickly blamed as the problem when there is school refusal when most likely its the school environment doesn't suit there needs, children should not need a diagnosis to prove this. Not enough flexibility in styles of teaching, still stuck in the dark ages with punishment and control, not enough teacher ratio to kids, social care worker should be in every class room to support neurodivergence and disabilities, teachers with no disability training running special education classes, no special education class for children with dyspraxia or dyslexia. Children going to school because THEY HAVE TOO, not because they enjoy it
198. Appointments & family events
199. Funeral/bereavement
200. Tiredness. Poor sleep hygiene.
201. Medical appointments
202. Fatigue and being run down
203. After Covid they just caught everything. Health issues was big for at least 3 years
204. No
205. Parent’s own value on education- seen nearly as “optional” now.
206. Appointments.
207. No
208. Tiredness
209. Inadequate supports for children with additional needs. Mainstream schools do not work well for intelligent neurodivergent children. There needs to be another way to avoid undue suffering for children with additional needs.
210. weather - e.g. snow and ice - school may be open but house may not be accessible
211. Assessments for additional needs-asd, dyslexia, ot eyc
212. Cannot think of any
213. Family bereavements
214. Genuine sickness could be a factor especially in winter time
215. Not in my case - my kids normally miss school due to go visits or illness
216. Doctor’s appointments and other important appointments
217. Appointments

218. Parents don’t get out of bed in the morning.
219. Tired mid/ late school term
220. Hospital appointments
221. Not enough staff. Staff absences too much pressure.
222. My son has ADHD and school severely exacerbated his symptoms /behavior. It really impacted his mental health.
223. Do not get support for neurodivergence
224. Family visits from abroad , or funerals, weddings, and holidays
225. Being too tired. Unable to sleep at night. One parent family. Parent exhausted. Easier to keep child at home. Both can then rest
226. Death in family,illness of a parent and not being able to bring child to school,hospital appointments
227. Child is in an inappropriate class or school for their needs. Plus Lack of appropriate support (e.g. SNA, sensory breaks, occupational therapy) in school
228. A child being neurodiverse and needing to learn a different way
229. No accommodation for my child
230. lazy day, nice weather, illness or death in family
231. Family events
232. Family emergency reasons
233. Issues at home
234. Family events who are important and can’t be missed… funerals/weddings/religious ceremonies
235. Appointments
236. Family events, weddings, funerals
237. Special occasions and good weather.
238. Scheduled appointments with health care/allied health professionals
239. Family issues
240. Family holidays
241. Lack of proper resources in schools to meet children's needs. Education system totally unsuitable for so many.
242. Just not fitting in
243. If a parent(s) are having mental health problems
244. Family events such as weddings, funerals. My family are in Dublin, 3.5hrs away, so a family event is a few days off.
245. Child care issues may be an issie
246. Health issues family members
247. Appointments specific to neurodiversity, OT S&T and psych. Almost always during school time but equally important
248. Not enough support for Asd children
249. Appointments
250. Family bereavement or illness
251. Parents may have appointments themselves and need to bring them to another part of the country with them for this.
252. It's tough to get a child to school if their sibling is sick
253. Holidays
254. Lack of supports given

255. My daughter doesn't like going into school when there is certain activities on I.e sports day, when she's very anxious and she feels nauseous
256. Sick on the day
257. Family emergencies e.g death in the family
258. Children on occasion just want a day off- I have bee caught once or twice with faked illness, I call it being codded, and so long as its not a pattern I dont thinkmits worth raising as a concern
259. Consultant or medical appointments, assessments for OT /Physio or other appou
260. No in my family
261. Alternative Religious Observances or avoiding the predominantly Catholic celebrations
262. Sick days - lots of bugs and germs around at different times if thevyear
263. Energy (autism)
264. Disability - eg autistic burnout and medical appointments
265. They hate their teacher
266. The emphasis on not going to school if a child had any symptoms of being sick was very damaging. Children spend the winters sick/with colds - this is not a reason to miss school unless they genuinely are too sick to be at school.
267. no
268. Inappropriate school environment
269. Curriculum is boring and sitting down 5hrs a day harmful to their well-being. They hate school
270. My children are autistic and sometimes need a mental health day. A day with no demands and a chance for a nervous system reset.
271. Close family bereavement
272. Emergent family matters
273. Poor school leadership/ lack of quality teachers and from mid may to the summer holidays a lack of focus on school work and too many movies, and “mess” days in school. parents don’t prioritise this period as they know the school leadership does not
274. Sometimes if the child has additional needs and in mainstream without the recommended supports it can be difficult to get the child to attend.
275. Some parents don't see the need for school.
276. Family don’t value traditional model of education
277. Weather /storms
278. Education not valued by the family, parents struggling
279. I think covid showed kids they did not NEED to be in school
280. Number 1 issue is the shaming of parents for sending a child in with the sniffles. Since covid this has been a major issue
281. Motivation - regarding school physical environment, not teachers: it's cramped and noisy and overcrowded and has been temporarily in an office building in an industrial estate for the last 15+ years.
282. Parental mental health
283. Family event

284. Lack of support amd no movement breaks ect
285. Sub teachers or having to do a sport of PE like swimming (fear of water but still has to do it)
286. I have worked with young adults with little formal education and they have all expressed lack of parent/ family support and many expressed that teachers 'looked down' on them.
287. Breavement, Child Care,
288. PTSD
289. Parents not sufficiently encouraging them to go and giving in to them if child says they don't want to go
290. Parental issues
291. Issues with teacher/principal
292. Needing a rest or recharge time after a busy period or if just back after a long illness and need to build up stamina for school
293. Health generally but tbh it's the cost of holidays non term. So gouging prices and zero remote work help vs employers. Families left to themselves. Zero real tangible help
294. Too addicted to social media/screens. Uniform is too restrictive for sensitive children. Teachers culture of shouting at children
295. Burnout
296. Not getting the right supports in school
297. Parents not bringing them to school due to their own issues
298. Dance Show or Exam, Gymnastics competition in Dublin
299. Family bereavement or other reasons that family may need to return to parents home place that is far away school.
300. Medical Appointments
301. Burnout and over whelm sometimes they need a day off
302. ATTENDING Speech therapy which is not provided within school hours by NCSE
303. School refusal...not enough sna support for all children attending so child deregulated regularly
304. Home issues
305. Fatigue, sensory overload, homework, no school support or understanding of above issues, loneliness, missing home and connection, not being able to form friendships
306. Because it is not worth the effort
307. Parent illness
308. Some families do not prioritise schooling
309. Lack of parental support regarding the importance of school
310. Schools can't meet ND students needs
311. Parents maybe struggling
312. No - sick
313. Bereavement
314. Family issues
315. The subjects are boring
316. Special treat days to spend time with parent

317. Health and safety - level of cleanliness in classroom
318. Doctor / Dentist appointments etc are only available during the school week
319. Parents not prioritising school.
320. Planned ESB outage during school day
321. Poor classroom mgmt causing problems
322. Sibling out also so they fight to stay aswell.
323. not prepared for the day
324. Class/teacher does not meet needs to student
325. Lack of critical supports and services from CDNT. No Ot or SLT to give skills needed for school.
326. Parents illness
327. Struggle to get up and dressed and ready on time, adding stress and anxiety
328. Parents not caring/ bothering to bring them
329. The fear of spreading colds after covid
330. In the case of neurodivergent children the teacher training & awareness couple with lack of resourcing & support is a huge issue & creating a barrier for these children in accessing education
331. Bored in TY not occupied enough so take time out to work
332. Attending dental appointments
333. Important family event and appointments.
334. Parents that don’t care enough and selfish
335. Accidents in the school yard
336. Families that return to their home country for extended periods during term time as flights are cheaper
337. Simply too lazy to go, want to do more fun activities
338. Not wanting my children to be brought to church
339. Family emergencies; issues relating to neurodivergence; separation anxiety.
340. I know that of my daughters friends rarely show up on half days or days close to bank holidays or other breaks.
341. Family occasion i.e. wedding
342. No
343. N/A
344. Undiagnosed issues. Home situation. Not encouraged
345. Parents keep them out for fun days, they think their child is tired, parents tired and not bothered.
346. none
347. PDA autistic, driven by internalized anxiety
348. Child with ASD & ADHD - school refusal due to lack of understanding within the school
349. She is PDA, autistic and adhd & finds going to school incredibly hard but does her best to go. Her anxiety about school has caused her to pull all her hair out of her head.

350. The system as a whole. It may work for some children but it is not fit for perhaps for the majority. When we know better, and we know so much more about child development now, we need to do better.
351. Parents don't make the effort to get the there or care
352. Parents can't be bothered bringing them.
353. appointments such as OT and Play therapy
354. Poor sleep hygiene e.g gaming or on social media until very late at night
355. The teachers attitude and approach
356. May be captured above - Lack of understanding of and support/accommodations related to hidden disabilities
357. Bullying behaviour, work not adapted to needs
358. Availability of or Inadequate supervision for children opted out of religious instruction especially in 2nd/6th class
359. both children require OT therapy. None is available through the HSE. We attend private therapy in Cork. This is a 3 hour round trip for a 45 min session !! due to the traveling times we miss school days as have to leave by 9am to be on time for the appointments. If the local HSE OT provided services we wouldn't have as much absence from school
360. Religious reasons - taking children out of school when communion and confirmation prep is happening, where the child is not religious or is of another faith. Pointless being in school in the days leading up to the event
361. Sickness
362. If they have an apt during the day parents just don't bother sending them even tho they may be able to go to school either before or after apt. Also a lot of parents taking children out of school for long weekends or mid wk to avail of cheaper prices in center parts this very common in last few years as school holiday prices are crazy
363. Sickness
364. Lack of autonomy, feeling not listened to, not interested in the educational material
365. Trips to church, sacremental prep, priests visits religoous retreats.
366. Stress and overwhelm, it can be difficult to recognise disregulation in an autistic student or teach in non traditional table top ways which often aren't suitable for autistic students. While trying their best students can find this environment completely overwhelming especially if it is consistent. It means time at home after school is recouping and regulating and there can be stress in the evening before bed or morning before school or Sunday before Monday in anticipation of expectations that are too much on them. I say this as a parent who really likes the school we are in and feel the staff are lovely but occupational therapists, speech and language therapists etc should help/ check in/ advise on class room layout and appropriate activities to help make the curriculum work
367. No
368. Being sick
369. The health of the primary parent

370. Yeah lots of children miss out on school hours as they are opted out of religious instruction and miss out on at least 2.5 hours of education a week. Disgraceful
371. Parents need to accommodate work and kids school and work has to come first
372. Religion in classroom
373. Neurodivergence
374. Being different around communion and confirmation
375. Exhausted from masking
376. Too many rules, over emphasis on sport, under pressure to preform in class on the yard, not as good as peers, uncomfortable uniform (ties), strict and cross teachers
377. When parents/guardian do not demonstrate to their children the value of education from an early age, regardless of their own academic abilities, it will colour the childs view of school.. The importance of support and encouragement at home cannot be overestimated.
378. Religious instruction
379. Family issues
380. Parental issues - alcohol etc.
381. Family relationship problems
382. Issues at home
383. Illness
384. Family event - confirmation, grandparents retirement
385. To avoid very religious (Catholic) events or particularly religion heavy periods (coming up to sacrament time)
386. Religion. I plan on taking my non- religious child out for several days in second class as his won't be making communion and I know he will be doing little of value at school while the rest of the class prepares
387. My children have missed a number of days from school when it is coming up to Communion as they are "opted out" and we were advised to keep them home in the days leading up and the Monday after as it might be very difficult for them to hear about all the parties and money. They also missed the day their classes were making confession as that took place during school and was followed up by a class celebration. On the days the school goes to Mass during the year, they miss half the day as they need childcare arrangements.
388. My child has just missed three days of school as his class were preparing to make their communion and he is opted out. He was not included in any way, shape or form, so we removed him from school until it was all over.
389. Bereavement
390. Neurodivergent children often want to go to school but are unable due to school supports being inadequate.
391. Death of loved ones
392. Other siblings being sick and having no one to mind them for school drop off

393. Sometimes they are mentally burnt out.
394. Family emergency
395. Being neurodivergent and in the wrong school setting
396. They don’t feel supported by the teacher or adults around them . Bullying is ignored and then becomes part of the daily life
397. Illness
398. Assessments outside of school- days off for dental treatments, dyslexia assessments
399. My children are opted out of catholicism. They miss multiple daus per year where the school is attending mass and they go to their grandparents instead while i work (grandparent was sexually abuses in school by a priest). The school marks my children absent for these days. In 2nd class the month of may is spent visiting the churcj for cummunion prep sp this is a lot of days.
400. Additional needs - lack of support in mainstream for these children
401. possibly covered by not belonging but the hours and hours given to religion, especially during “sacrament” years when non-religious children are left aside. Trips to mass where they have to be collected or brought against your wishes, being told to keep them at home when you complain
402. Child is unhappy with teacher she changes "the rules" daily and
403. School refusal is being ignored
404. Family problems
405. Additional needs
406. Medical appointments
407. Family events, funerals, weddings etc.
408. SCHOOLS ARE NOT AN ENVIRONMENT WHERE NEURODIVERGENT KIDS FEEL SAFE
409. In my experience, the above cover all reasons of missing school
410. Family issues like deaths in the family
411. public appointments are during the day at random mid morning times so it's hard to drop a child for an hour and then take them out again, easier to let them miss a day?
412. Illness
413. Read Naomi fisher’s work re ASD and the damage school does to these kids
414. An open-ended suspension was given to our son earlier this year. While the EWO contacted the school to advise this was not allowed, he admitted that he has no power to enforce anything. In the end my son missed 13 days due to suspension.
415. Teacher bullying atmosphere in school
416. Neurodivergence/ autism and school refusal. Lack of control /self-directed learning
417. Illness after illness
418. To avoid sacrament preparation/ religion
419. Not trusting staff and no relationship building

420. My son is in mainstream school with Access to an SNA with a diagnosis of Down Syndrome and a moderate intellectual disability. Because there are no Special classes in mainstream or in local Special schools we have to go mainstream. As my son has multiple medical and therapy appointments every month that I have to take him out of school for. He is missing far more school than his peers. If there were more special classes that could accommodate kids him with the therapy on hand rather than being in a mainstream class, I would not have to take him out every week.
421. Appointments for additional needs
422. Specific learning difficulties
423. I think many parents feel the current structure of school does not suit their childs needs. Parents are looking at alternatives such as forest schools or community home schooling where there is more emphasis on outdoor activities, less structure, less homework and learning that is paced for the individual child.
424. Parents letting them stay at home
425. Health
426. Religious beliefs
427. Family occasions eg weddings, confirmation, etc.
428. SARS-CoV-2 outbreaks in class and parents being educated and proactive enough to keep children home.
429. When the child is feeling ill.
430. Demand avoidance for children who are ND
431. Other educational opportunities /interests such as tv , panto, modelling opportunities . Sports opportunities
432. Struggling because of special educational needs
433. 1 and 2 the main, all the rest we dont any issue with that.
434. Outbreaks of illness in a specific school or class where children have an immunocompromised person living with them at home. Parents choosing to keep children home from school during outbreaks of illness in order to protect their children
435. Anxiety and anything that she is stressed about in school
436. Visiting co-parent who lives in different county
437. Too tired
438. If a sibling is sick and I can’t drive the other child to school
439. No
440. Grievance in the family; important family event
441. Attend competition
442. We have become a nation on child lead parenting.
443. Sickness
444. Religion in the classroom,priests nuns visiting and sacrament preparation opted out kids feeling left out
445. SchoolTeachers are a huge problem and concern. There is no independent governing body when parent voice their concern. Teachers can be nasty belittling and bully’s in the school environment, I’ve witnessed this first hand and there is nothing the child or parent can do. The school will always back the teacher

446. Medical appointments: parents can't chose the date and consultations are always set by the different medical clinic/hospital doctors DURING school time.
447. Reduced hours or no school place
448. Sickness
449. Fear of contracting an illness if many are sick in the class
450. Family education days to museums, zoo, beach, wildlife, opportunities for child’s passions such as music or sport.
451. Lack of before and afterschool care facilities
452. Kids are under a lot of pressure and sometimes they do just need a "duvet day"
453. NA
454. The only reason our kids miss school.is holidays, sickness, family bereavement
455. Appointments dentist/doctor etc
456. School failing to adequately accommodate neurodiversity
457. No
458. Illness
459. Not liking school. Caring responsibilities - e.g. if a parent is sick is there someone else who can bring the child to school?
460. No.faniky members health issues
461. Health issues of parents
462. Their parents are too lazy to send them
463. Doesn't like school environment
464. Parents. Parents are the number one reason primary school children miss school.
465. I find it puzzling but some sort of new culture of “I couldn’t be bothered, many of my friends are not coming every day”
466. If their parents are from abroad, all family events that are taking place abroad (the most important as weddings communions and anniversaries)
467. Parent's work commitments
468. Parent unwell and unable to bring them.
469. Accommodations for neurodivergence not been accessible in school
470. Funeral, appointments, parents health
471. Unexpected family things. Unexpected issues arising with other family children
472. Bereavement, moving hone, hosp appointments, good weather (because in Ireland is a very rear to have a beach weather days)
473. I have to collect my child early sometimes if I have a work meeting and it clashes with collection time.
474. No
475. Medical appointments
476. I personally only experienced 1 and 2, sickness and family hols, the others are not relevant to me at the moment
477. Family health problems eg. Parents/ Grandparents
478. System is antiquated

479. Bereavement
480. No
481. Unwell career
482. N/a
483. No
484. Illnesses & bereavement.
485. Parents don't see the importance of school since covid
486. Medical appointment such as orthodontist or specialist are the main reason. As both side of our families are living abroad, we sometimes travel to family gathering such as wedding or important family birthday parties- this would remain limited to once a year and kids would miss a day or 2.
487. No
488. Lack of parental care
489. .
490. Bereavement
491. Too tired
492. No
493. Death in the family or wedding
494. Bereavement
495. This time off year all activities are back, in regards to extra curriculum I find my children are exhausted from matches the night before and travelling to and from them. They want to be a part of the team but are burned out
496. Would think health reasons
497. No
498. Parent being sick
499. Family event
500. Having a bad menstrual period
501. Parents want to send them to an alternative type of eduction once a week, such as forest school.
502. Not challenged enough / feeling bored
503. Lack of teacher training in neurodiversity
504. Parents sick
505. Appointments
506. Weather
507. Some kids have relatives sick abroad, these are not holidays but they need to travel
508. During sacrament seasons if the child is opted out of religion
509. No
510. Appointments eg dental/eye etc...
511. Family bereavement
512. N/a
513. Not sure
514. Undiagnosed condition delay in AON parents are trying to manage and train themselves to support them to get to school which is exceptionally difficult

515. Childcare is not open early enough if parents need to drop off for early appointments themselves or work commitments do instead may need to leave child with a relative who does not live near enough to take child to.school
516. Getting over an illness may take a few days.
517. Scheduled appointments - medical or other
518. illness
519. Sick or holidays away.
520. Family bereavements
521. Appointments
522. Exhausted mentally from work in school
523. Family bereavement
524. Sometimes they are just tired and need a soft day off.
525. Neurodivergence and lack of resources for school and adaptions at school
526. Tired as they have a lot of after school activities too
527. If they are opted out of religion but the class is preparing for communion or confirmation during school hours then parents might keep their opted out children home to save them from feeling ostracised and/or spending the day in the corner or back of the room colouring/drawing/reading alone
528. No
529. Lack of encouragement from home environment/ highlighting the lack of importance
530. Appointments s&l doctor etc
531. Just plain tiredness sometimes
532. Sensory issues
533. No
534. Hospital appointments that take hours
535. Can be hard to face certain events/activities on a particular day
536. No
537. Bereavements
538. Family occasion , many confirmations and weddings are on weekdays now
539. School allowing bullying to continue and not stopping immediately. Parents allowing children just to stay at home for no reason
540. I have a type1 diabetic who has hospital appointments in crumlin every 6-8 weeks sometimes more. This causes his attendance levels to drop but he cannot miss these appointments
541. Medical appointments; family celebrations (i.e. siblings communion / confirmation)
542. Parental choice
543. Feeling burnt out over schoolwork and homework
544. In our school I would say reasons 1 to 3 above primarily as I haven't heard patents mention any of the other issues.
545. Appointments/services eg Speech and Language

546. I think the amount of teachers taking career breaks end and mid year , has a huge effect on individual children and pressure on the other teachers. Children need to feel comfortable and confident at school, the change and lack of teachers is alarming.
547. Other poverty related issues I’m lucky not to be aware of
548. School refusal
549. Family reason
550. A death in a family.
551. Illness
552. -
553. Illness
554. Parents getting sick no one to bring to school
555. No
556. N/A
557. General every day virus and illness
558. Parents not feeling well and therefore not being able to bring the child to school
559. Family circumstances - serious illness for example. Childcare - pickup / dropoff issues.
560. Not sure
561. Non religious children othered due to preparations for sacraments
562. Parent has other plans and doesn't take them
563. Extracurricular Events; Homework Anxiety ; Being late starting school and deciding its not worth being given out to so not going at all.
564. No
565. Family crisis or emergency
566. They are sick
567. Bad weather
568. Chaotic home life
569. Not ongoing medical reasons, just being sick with cold etc
570. Sickness or holidays is all they would miss school for
571. Perhaps some children are in a carer role at home?
572. No
573. Short notice changes for school end times due to weather warnings. School should be either fully closed that day or working full time as normal as not all parents can arrange kids collections in different time.
574. Family events
575. Family difficulties- parents separated
576. Not getting needed learning support so developing a total dislike for school. Only severe children get tested by schools and kids anxiety worsens
577. Sick parent unable to get them to school
578. Unsure
579. Appointments
580. Family celebrations- weddings etc
581. They don’t like the teacher.
578. Unsure

579. Appointments
580. Family celebrations- weddings etc
581. They don’t like the teacher.
582. When the class go to church and school can’t accommodate non-religious children
583. Illness,flu, chickenpox etc
584. They really only miss school due to illness, I won't let them stay home for any other reason
585. Apathy on parents part, parental illness or distraction by other stressed in their lives eg domestic violence.
586. Not having access to supports sna sen assertive tech
587. Illness and burn out
588. Burnout
589. yes. kids and parents being gaslight by schools that there kids are fine and they are good at school when they clearly have learning difficulties etc. undiagnosed ASD/ADHD. lack of awareness of teachers around the small things that can make a huge difference to a child's school life, life movement breaks, fidget toys.
590. Pick up and drop off for working parents is sometimes difficult when only one parent drives car
591. Family emergency, Sports (International)
592. Staying late, playing games online
593. Personal events, e.g funerals
594. No
595. To attend appointment
596. Home environment
597. Children with long term health issues need to take more days off
598. Single parents, when I get sick I usually still get my child to school but there have been a few occasions where I couldn't
599. PDA which is demand avoidance or burn out.
600. Parents' neglect
601. Appointment with dentist, health specialists
602. Lack of support from the school
603. Family emergencies (funerals), illness to other family members, Parental neglect?
604. Family visiting from abroad, bereavement, parents sick and cannot bring kids to school
605. Appointments...Doctor...physio... dentist...assessments ...dyslexia etc.etc.
606. Parents to lazy to take them.
607. *
608. Child is overtired. Lack of parental support. Education not valued at home. Difficulties in the home. Poor teacher/child relationship. Inadequate support for child with additional needs. Undiagnosed learning difficulty.
609. Being sick is the major one for me
610. No just illnesses

611. Good weather
612. They absolutely hate school
613. Not allowed in with hay-fever as the school claims it's not hay-fever or allergies
614. Maybe parents not willing to encourage the kids to go
615. Does not like school or the teacher.
616. Disruptive sleep due to increased anxiety
617. Possible hidden disabilities or struggles
618. No
619. Lack of care by their parents
620. Being diagnosed or undiagnosed neurodivergent and expected to attend a mainstream school without the proper accommodations to meet these kids needs as a result they do not feel safe, connected and misunderstood
621. Family events/opting out of school activities
622. Family commitments or special occasions in family
623. Family administrative obligations, like non-health related appointments
624. School not understanding neurodiversity
625. Ot or SLT appointments
626. Additional needs not being supported
627. very rare for my child to miss any school
628. Per pressure for home responsibility
629. She feels sick, or has a fever, I don't send her to school unlike other parents, whose children are sick every week for that reason.
630. no
631. Some parents don't see attendance every day as that important
632. Because of teachers opinion about them
633. Childcare or work related
634. Support appointments
635. No
636. Children of other religions and none might have no choice but to miss school if they don't want to attend religious services. Sacrament years are often especially difficult
637. Nothing above mentioned the importance of ensuring all children are treated respectfully, and not othered by the actual school and school staff. So much upset is unnecessarily created over the inclusion of religion during the school day. Staff telling children off in front of the class because they might be late sometimes, because their hair isn’t tied up isn’t productive and results in children not wanting to go back to school. Children not wanting to wear their badly fitting, uncomfortable uniforms, or not being allowed to wear a fleece over their uniforms when they got cold in class also did not make them want to go to school. They also got colds then and had to be kept home. But battling a child to go to school is enough. Parents shouldn’t have to battle children to wear stuff they don’t want to wear, etc... None of it is important. Maths and spelling should be the focus.

638. Don’t know
639. Family problems such as grief
640. Adverse weather and the hazard of driving in that living in rural locations
641. Family related missing days, such as funeral
642. Family situation like bereavement
643. Bereavement in a family
644. Family events, communions, christenings, weddings etc
645. No
646. Sickness
647. Appointments and family members death
648. Sickness
649. No
650. No
651. Snow, funeral.
652. Childcare, working parents with unpredictable work hours outside locality
653. Family bereavement
654. Sickness
655. Poor home environment. Lack of parent education and early school leaving
656. Bereavement
657. they are bored. school material are boring and not enough challenging
658. Lack of appropriate support, school insisting a child is removed.
659. No
660. Parents not being in a good routine
661. Stress, I know from my child’s experience who is only 5 sometimes has meltdowns about school. How they don’t get to eat all their lunch due to not finishing their work on time, people not playing in the yard. My child is 5 and should not be stressed about school not at this age I strongly disagree with this.
662. Not motivated to go to school
663. bereavement
664. *Bullying * not deal with by school management
665. Teacher is off or away at a sports day(s)
666. An predicted illness especially bugs ,colds flu and cough in the winter season.
667. Medical Appointments, one if our children attends regular medical appointments and if he is missing at time of roll call, he is marked as absent, schools should not mark a child as absent if they do not miss the full/entire day
668. Emergency appointments
669. Neurodivergent children burnout
670. Attending HSE apts such as OT / SLT etc
671. Family occasion eg wedding, confirmation, funeral, normally a religious ceremony of some type

672. Sick
673. Some Autistic children have cognitive sensory and emotional overwhelm in mainstream settings; emotional based school avoidance; autistic burnout
674. Homelessness - the shame & stigma, inability to do homework etc
675. Appointments. Communion,confirmations
676. Appointments, substance abuse in parents
677. Medical appointments
678. Educational day..museum etc
679. The only reason my child is ever reluctant to go to school is because his teacher is absent so often and they don't always get substitute teachers and are placed in another classroom. My child has ADHD and so he misses a day of "work sheets" because there's nobody to keep him focused
680. Family event
681. Tiredness
682. Family reason eg funerals
683. Urgent family reasons beyond parents control
684. During religious ceremony time i.e. 2nd class and 6th class. I pull my kids out in lead up to communion and confirmation because they are excluded in the classroom.
685. When they have siblings that are sick and there is nobody to bring the other child to school.
686. Dr or Dentist Appointments
687. Parents don't prioritize school
688. Spending time with family or being tired
689. Weak parenting
690. In general I think the cost of living crisis is really affecting families. Work life balance and the short time that children have a child good parents are trying to go on holidays as it’s cost prohibitive in school holidays. In our case the reason we have missed school isn’t holidays it’s medical appointments - travelling up to the city to attend them. Or else sickness
691. Feeling that it's not important
692. Parent want to spend time with their child so might take day off to do something fun
693. Health appointments
694. Some parents no longer see the importance of school
695. Lack of childcare facilities/breakfast club
696. Religion in school causes significant exclusion issues.
697. Holiday
698. Parents burn out
699. Overstimulated and Sensory overload - need to recharge
700. NA
701. Family events
702. Appointments or funerals
703. Going to shows and events

704. My child is autistic and she feels like the teacher pick on her and they don't give enough time for her to process anything and except it done quickly and my daughter just feels like she is stupid and gets herself into a state
705. Extra curricular commitments
706. Family commitments
707. Parent neglect
708. Silage, day after the Sacraments, Mondays are commonly missed possible due to drinking/depressed parents
709. Bullying is the main one
710. Don’t like their teacher
711. Socio economic factors, not important to parents
712. Emotional based school avoidance
713. Exclusion is no 1
714. Bereavement
715. Children attending catholic schools who are not following the catholic religion will miss school when class are going to Mass or preparing for sacraments
716. funerals, snow,
717. Bereavement
718. Parents not getting up on time
719. Overwhelmed, drained by the demands & expectations, anxious about not being good enough or anxious because the don’t understand the work
720. Family responsibilities. It is incredibly unfair and narrow minded to label a journey to the country of parents origin as a "Holliday". When an immigrat family is living in Ireland far away from extended family it is not unreasonable that the parents see immense value and an obligation to introduce their child to grandparents and cousins and to expose their child to their customs and family celebrations. Traveling long distances is very expensive and family events may not fall neatly into the summer Holliday period especially for families in the Southern hemisphere.
721. Parent don't bother bringing the children. They are left by themselves. Sometimes children are just tired. Some terms are long without a break in between.
722. Dental apt. Physio, ear nose, assessments
723. School isn't made for children on the spectrum
724. Finding school work boring
725. Parenting
726. Only top 3 apply above
727. Fear of getting into trouble for missing school. Feeling behind in topics that they missed
728. Lack of consistency from Parents.
729. Boredom, stuck in classroom, uninterested in subject matter, forced friendships, uninspired education system and teachers
730. Nurodiverse children sometimes cannot regulate themselves enough to attend

731. Parents works alot when they get a day off work. They would like to spend it with their kids.
732. Husband unwell
733. If they slept poorly, single parents who may have multiple children with an appointment and not have another person to ask for collection etc
734. Usual form of transport unavailable - e.g. car broken down
735. Nope
736. Education, family bonding
737. Personal family ressons
738. Poor relationship with their teacher, or Principal; fear around strictness and rules
739. Parent ill
740. School not being inclusive or meeting their needs
741. It's raining but no coat
742. Snow day! (as in an off day once in a while everyone needs)
743. No
744. 1. Combination of financial, parents ability to take time off work & holidays. “Holidays” as a reason is not straight forward - it ties in with the cost of living crisis & the horrendous price increases on flights & holidays during school holidays. Really the airlines, travel agents, hotels & anyone holiday related should not be allowed implement such huge price hikes! 2. Special or once off family events, for example, so many weddings take place on a Friday now (or midweek). 3. Opportunity for unique life experiences- not everything works around school holiday time - some experiences are hugely valuable to children’s learning & I think there should be an option for children to do remote learning to take advantage of these experiences. In the US, my niece & nephew were about to travel back to Ireland when my sister was terminally ill without it impacting their school. The teacher provided their mom with relevant learning & they done their work while here & handed in homework via email and/or on their return. 4. Family illnesses - if a close family member was ill I would take my children out of school to spend some final quality time with them
745. Teacher is a bully who shouts and screams at the children and belittles children who are Neurodivegent
746. It’s not the right place for many children. The sooner the state and state-funded bodies such as the NPC accept this the sooner harmony for all can be found.
747. Severe school Phobia and panic disorder
748. COVID - No clean air, no filtration strategy, letting COVID rip and not recognise the pandemic is here to stay.....
749. Racism
750. Appointments
751. Forced reduced hours with the threat of suspension if don't comply.
752. stress
753. Extended family living abroad therefore holidays may be in a different time of the year and implicating on missing school days

754. Sports injuries unable to get go appts
755. Parents health issues
756. Concerns with certain aspects of the curriculum particularly gender identity and social justice adpects
757. Student/teacher personality clashes
758. Tiredness in younger children
759. My health. Don't have support or live near family due to housing costs.
760. Lack of support / encouragement in home environment. Negative / ambivalent attitude towards education in home environment.
761. Death in family
762. Attend private weekly play therapy sessions
763. Mean teacher who has her favorite students in the class. A teacher like this destroyed the whole year for my daughter. She loved going to school before and this year goes to school with tears in her eyes.
764. Tiredness (after family event)
765. Practical things like appointments
766. Parents don't bring them due to their own reasons/struggles
767. Hospital Appointments
768. Death of a parent
769. Since the Covid pandemic, I personally think it's difficult for parents to know if their children are allowed attend school with a just a runny nose etc. There has to be more clarification on if your child is unwell can they attend school if no temperature is present?
770. School is not teaching the children the curriculum... teachers seem to be out/doing admin most of the time. I have gifted children (they have IQs north of 130) and they are not getting what they need in school.
771. No
772. No
773. Sleep - lack of sleep
774. Funerals/death
775. No
776. A lack of effort on behalf of parents to actually get their children to school
777. Not getting in with the teacher
778. No
779. Last school my son was attending the principal had a set on him
780. Teachers don’t seem to care.
781. No
782. Just went they are sick/specialist appointment family holiday/ wedding
783. Undiagnosed neurodiversity. Exhaustion from masking to fit in.
784. Feeling unwell
785. N/A
786. Bereavement, Family Emergency
787. Being lazy in morning by not having a good sleep routine
788. Yes, sometimes for health reasons, for example, or a health appointment

789. Family illness
790. Hospital appointment
791. Family circumstances out of their control like berevements etc.
792. Illness
793. Sometimes parents arent organised / bothered enough to bring their kids to school.
794. I don't know
795. Family bereavement
796. Family bereavement
797. No
798. sporting activities such as gymnastics
799. Just doesn't want to go.Doesnt understand the work.
800. Sick
801. Appointments or attending siblings events
802. Family emergency/deaths or funerals
803. Behavioural needs. Personal family issues effecting their attendance
804. Headache stress class loud
805. Thr teacher
806. Family issues
807. Being sick
808. a duvet day (rarely in national school) , appointments dental etc
809. Difficult when other household members have appointments
810. Acting out and fear of exams maybe
811. No
812. Dentist, orthodontist appointment, dr appointments
813. Fear of their teacher and homework
814. Trouble at home, addiction illness etc
815. No-only due to illness or appointments
816. Parent being unwell with a long term illness
817. Not that I can think of, illness would be the main reason for my child
818. Thinks there is no point in going to school
819. Sickness
820. Covid anxiety with any sniffle or cough
821. It is too boring
822. Parents do not feel that attending is important.
823. Parents dont care.
824. Medical appointments, out of school activities
825. Bereavement
826. Can't think of any
827. No
828. School overload/ too much pressure put on kids with work load.
829. Difficulties with teacher
830. No supports for nerodivergent children none in a nerotypical educational system who refuse to educate themselves in nerodivergents
831. Laziness
832. No

833. Because Irish schools are notoriously bad at helping neurodiverse children to cope in the school environment. My child's school has zero interest in educating themselves and simply expects my child to slot in. Teachers are WAY overprotected in the sector and many teachers shouldn't even be teaching. Principals are more concerned about meeting budgets than caring for the welfare of the children. Parents are becoming disillusioned and traumatised by the experience when their children can't go to school. The whole system is pathetic.
834. Lack of concern on behalf of the parents
835. No school resources. Has to leave after 1 hour due to no ANA or SET allocation to support my autistic son with primary care needs
836. Parents tried to book childrens appointments (specialists, therapy) in the early morning so the child would be back in school for eg 10am however because they missed rollcall @9.30 sometimes the students were marked absent for the day depending on the teacher. This has been corrected in our school.
837. My son is nonverbal, has ASD, moderate intellectual disability, and ADHD. He is medically vulnerable due to frequent school-acquired infections, which have resulted in multiple ER visits and ICU admissions. Despite this, the school has been dismissive and failed to provide any educational work for him to complete at home during illness outbreaks-outbreaks that are life-threatening, according to his respiratory consultant. There was no school transport provided from August 2024 to January 2025. As a result, he has been without education for the entire academic year. This is despite two letters from my solicitor requesting that the school provide home-based work especially during the winter months and illness outbreaks, and until transport was arranged. The school had block communication to BOM and the school nurse. TESS supported the school principal which is deeply disappointing dismissing the medical certificates and medical support letters and didnt feel the need to check the attendance records. They even went as far as providing false and incorrect information to the TUSLA social worker, omitting the facts about the lack of school transport and the absence of illness notifications during covid and other ilness outbreaks. The Ombudsman for Children has already found that there was professional misconduct on the part of the principal. Yet there has been no response from the DES Inspector, DES School Governance, or DES Child Protection, to whom I raised these serious concerns. Rules are flexible when protecting authority, justifications are endless to shield themselves. But when denying help, they are rigid, etched in stone, and non-negotiable. Bureaucracy slams the door shut. Flexible attendance, with a clear safety plan, should be a right not a fight for children with special needs who are medically vulnerable or frequently ill from the very environment they are required to attend. They need protection, not pressure.And I will keep saying this: compassion, not compliance. How can a child with special needs already carrying so much and constantly falling ill, be expected to thrive, let alone learn?

838. Family related issues perhaps
839. Bad parenting
840. Due to burnout from ASD and other disabilities. Due to appointments for therapies/dental/doctor/hospital.
841. no
842. Illness prolonged
843. Family emergency
844. Problems at home
845. Sports training, parental illness, informal exclusion by the school when no teacher / SNA available
846. Socio economic factors and their direct environment
847. Ill or holidays
848. None
849. Anxiety and worrying about the days her friend is not attending school
850. Doctors appointments and dental
851. Parental issues
852. Parent is fed up with the social activitism that is being pushed through the curriculum
853. some parents not encouraging their child to go and letting them stay home even though this is the wrong thing to do
854. Co-parenting geographic issues
855. Wrong sleep patterns , disruptive or disturbed sleep at night or too early in day
856. Family bereavement
857. Tiredness
858. Selfish parents
859. Been sick
860. Death within the family
861. No
862. Lack of support for single parents
863. Lack of commitment from parents taking easy approach
864. appointments
865. Issues with school teachers
866. If they are bored or feel 'stupid' by realising they are not able to keep up with other children
867. Hospital Appointments
868. No
869. Death in family
870. Following Covid children are advised when unwell when they would probably have gone to school previously. Remote working also a factor
871. The parent/guardian that usually takes the child to school is unwell
872. No one to collect
873. Avoiding religious indoctrination
874. No just illness!
875. I think some parents don’t see children attending school as very important. Lots of children neglected these days
876. Family bereavement

877. Family from abroad visits
878. Lack of support in place for student with additional needs
879. No but I just would like to add that most of these options thankfully are nit part of our child's school life. It may before useful to allow people to decide what to tick and what not.
880. Family occasion / needing to visit grandparents in another county
881. Since Covid we, as a family, think that if we have the opportunities to go/do something together, we privileged that over school.
882. If they simply do not enjoy school.
883. Lack of supports from parent/guardian, possibly struggles within the household eg drug/alcohol use
884. No
885. Sport competition
886. We are self employed and sometimes she has to come to work with us due to childcare needs. Also we have flexibility in going abroad at off peak times so avail of that for affordability.
887. School not being resourced for their needs
888. I feel like some parents just can't be bothered sometimes
889. Appointments
890. Appointments
891. Illness
892. Main reason is poor parenting. Child benefit should be cut from parents who do not send children into school when they are not sick. Doctor's letter should be required for everyday a child is not in school.
893. Unwell
894. Relocation, death in family
895. No
896. Parental health/mental health or family history of erratic school attendance
897. Fear of sporting activities
898. Lack of interest
899. Appointments, children with underlying health issues attend a massive amount of appointments, not always local but always Monday to Friday during school hours
900. Habit forming from young age
901. They are bored. Cleaning art materials, sweeping the floor, not challenged
902. Death/family emergency
903. Nil
904. Being tired. Bored.
905. Anxiety is a huge reason children miss school
906. Extracurricular commitment- sports competition, music exam etc or religious commitment
907. Bereavement in family
908. For families with a foreign or two foreign parents, parents may take children out of school to visit family members, particularly where it may not be a convenient time to visit that country during Irish school holidays.

909. Appointments
910. Weather issues
911. Learning opportunities outside of school, life skills for example. A rare day off to rest and relax as life is busy.
912. ND children can find the school environment very difficult and the supports are not available for them, either because they are still awaiting a diagnosis, lack of resources and in some cases, the school doesn't step up.
913. N/a
914. My child has learning needs, before these were diagnosed he (and we) had a terrible time in school- the schools attitude was very poor, they insisted his difficulties were behaviour and although he was age 5 wanted to use the school discipline policy. Only when we refused to sign a behaviour contract for our 5 year old did they agree to explore learning needs- which identified dyspraxia and severe dyslexia. Our now 11 year still talks about his early years in school, he had nightmares at the time. Other children have left the school because of lack of understanding and support. So I think poor understanding and support and lack of accommodations for children with needs could be high on the list of likely reasons for not going to school.
915. Special occasions such as birthdays etc
916. Doctor or hospital appointments
917. Appointments to doctors during school time/therapy
918. Difficulties at home/ problems within family, lack of support given to children by parents, lack of interest in education on parents side
919. Church occasions associated with school falling on school days
920. No school bus ticket allocated. The system is broken
921. Family occasions such as graduation of family members/confirmation of siblings
922. Children have too much freedom to using phones and other devices and they are too tired to attend school from using them so late into the night from a very young age.
923. Family bereavement, family illness
924. Issues in the household
925. Lack of knowledge on parents behalf if the importance of education
926. Problems at home in the home between the family, family illness, mental health issues with parents, abuse in many areas
927. Parents choosing not to send their children
928. Yes. They need more movement. It's not a natural environment. It's stifling, restricting and wrong.
929. Parents work commitments clashing, unable to bring child to school. Struggles with childcare
930. Exhaustion. For my son, his Autism.
931. Lack of interest from parents, not valuing education
932. No
933. No
934. Family emergency
935. No

936. days seem long
937. Not feeling safe at school or don't like teachers
938. No
939. If they are sick and need to isolate
940. Family outings eg: pantomime
941. Days of Catholic faith formation and sacrament prep which my atheist child has to endurehild
942. Death in the family
943. Unwell
944. Frustrated with job share teachers and never knowing where they are in their learning.
945. Boredom, not being challenged enough.
946. Family emergency; dr appointment; tiredness if child engaged in a lot of afterschool activities;
947. None
948. They know it's a day that doesn't suit them ég dress up day
949. They know it's a day that doesn't suit them ég dress up day
950. N/a
951. Appointment for one child and problem with dropping/collecting other one. Also 2 parents working full time. Child doesn't want to go because of teacher is shouting.
952. Issues at home/reluctance or scared to leave a parent
953. Disability related appointments
954. value of school not seen
955. Family bereavement or holidays
956. Language barrier
957. Parent's job related
958. Unstable home life
959. Poor parenting/problems in the home
960. Religious events. We are not a religious family. Child often feels liek the odd one out on mass days or days of a lot of religious celebration so sometimes easier to stay at home those days
961. Daughter ASD no access to ASD class as none in school and no space in another school
962. If there’s is a personal appointment
963. Parents have mental/physical health problems
964. No
965. Its tired
966. GP/dentist/consultants appointments, School closed for mandatory training
967. Isolation
968. Parents are the cause, either by taking them on holidays during term time, or giving in to the children. Parents should be punished financially if a child misses more than 10 days without a valid reason.
969. Illness
970. Family gatherings and events

971. Bereavement
972. No school place in the first place
973. Lax parenting
974. Companies charge more for hotel accommodation, flights etc during the school holidays this precludes many families from taking holidays during these times and means they can only go during term time. All families should be able to go on a holiday if they wish. In addition families that have working parents who are paying for childcare would probably be more likely to send their children to schol while sick, while a parent who either is unemployed or performs home duties may keep a child home with them if they are unwell. Is it better to send a sick child to school so you don't miss a day of work or have to pay for childcare you don't use that day or to keep your child home and look after them?
975. Therapy appointments
976. Dentist doctor appointment
977. Doctor appointments
978. No
979. Stay at home to mind younger children
980. All covered above
981. Bereavement in family, but then some people take the mick and keep Kids out for to Long.
982. Sporting events and competitions
983. When parents just don't bother
984. Appointments such as dentist, eyes etc.. used to be via school system years ago but not have to take likes out of school for any medical appointments
985. no
986. I've heard on the school yard that parents just couldn't of been bothered to send them in
987. genuinely sick , told not to send sick but reported if sick is disgraceful
988. A parent that is very unwell.
989. Tiredness, daughter struggles with sleeping-getting to sleep, staying asleep or waking up. This has a knock on affect on her day and health
990. Parents not putting their children first.
991. Only for health reasons
992. Not getting enough sleep
993. They more days off or half days than actually going to school
994. Only reason my children would miss school is if she is sick or an emergency in the family such as death
995. Home life unsafe
996. Parenting. Parents not have the belief of education is important
997. When they are sick or there is a family funeral
998. Finding schoolwork too easy - feeling unchallenged
999. Their teacher
1000. Only if sick

1001. The teachers don’t understand fully about the school environment problem especially when it comes to kids with a PDA profile
1002. Sickness, family holidays
1003. Bad parenting!
1004. Tiredness
1005. School refusal
1006. Lack of understanding and training from school staff
1007. #1. Parent been to sick and unable to leave the house #2. Competitions for the sporting activities
1008. Sickness
1009. Burn out
1010. No
1011. Difficulties at home - if parent has mental health / physical health issies
1012. No one available to collect them or drop them if they have other non school attending siblings and parents have to work.
1013. Sick. Feelings of apathy. Parents not committed to child’s education
1014. Undiagnosed neurodiversity, and when diagnosed supports are under resourced
1015. Because of a siblings health issues. CHI being in Dublin and school being in west cork poses logistical challenges
1016. Parents allowing children to miss school
1017. No
1018. Mental health and school environment not suitable for kids
1019. Fear of getting in trouble because they don't have a branded uniform item.
1020. Religious or national holiday outside of ireland
1021. Sometimes they just need a break
1022. Well, a dentist appointment made for a 10am drop off, this is closed as absent which isn't accurate
1023. Parents telling me they 'gave the child a me day'
1024. School hours being the same as working hours for parents. Not having any after-school services to line up with you working parents hours
1025. religious obligations, family bereavement
1026. Family bereavement
1027. Being too tired
1028. Parental work commitments, education may not be valued in their culture.
1029. Bereavement
1030. Mainstream secondary school have little support unless in ASD class. Not learning in his main areas of interest. Teachers not trained or care to understand individual struggles. Timetable too structured and full on. Expected to learn alot off by heart instead of learning to ask more about topics etc.
1031. No
1032. Class teacher

1033. The child’s environment, parents not to bothered in their education
1034. Poor Family dynamics (parents mental health/emotional state))
1035. Family bereavement
1036. Autistic burnout, school refusal, lack of OT's so sensory needs not met
1037. parents unwell
1038. School enforced reduced school day
1039. Dont think the above answers capture the main reason. I think alot of is due to parents. Parents attitudes is the big thing for me attitudes. Some parents are not so good at sending them to school. Know off a situation where parents hate doing homework and do it on a Monday just to get it out of the way. Theyd leave kid at home if the kid asked to stay at home.
1040. When they get sick or when they have to go for health appointments
1041. Illness
1042. Illness
1043. Illness- covid has weakend immune systems and children are spreading airborne pathogens in unventilated classrooms with no air filters. Some parents treat school like childcare so send children in sick only to spread infections to other classmates, creating a vicious cycle of constant illness.
1044. Partaking in valuable cultural experiences and broadening world views by travelling
1045. Need to visit functions outside the country, grandparents outside the country, As tourist visa is only for 3 months in Ireland
1046. My child finds the school day is too much learning and no excercise programmes. Than homework for an hour when they come home. its too much. My daughter dont like the long day of learning.
1047. Sickness/ health condition
1048. Holidays outside of school holidays, as these are cheaper for families to afford.
1049. Why is normal being sick not on the option above? This survey is ridiculous, can't submit until you tick ypur answers, biased much, typical government.
1050. If they have a bad night's sleep, Sometimes holidays are too expensive Summer months people go of peak, If a child has a bad day at school it outs them of going the next day,Also how the teachers etc speak to the children or child, If the same child is winning every competition the child doesn't want to go to school.
1051. Poor school safeguarding
1052. Being sick
1053. When they are sick or a family emergency
1054. Being sick
1055. Family abroad
1056. Going on holidays. Sometimes holidays are booked mid school year resulting in school absences. They could be booked mid year as they are cheaper or because of parents shift work or just cos everyone needs a holiday. While I think it's important to attend school I also think it's important to go on holidays.

1057. Holidays booked in off peak season
1058. If there unwell
1059. Sickness
1060. Sickness
1061. Appointments or sickness
1062. Lack of understanding about neurodivergent children by the principal of the school
1063. Extra curricular activities, competitions don’t always fall on weekends. Menstrual cycle
1064. Illness
1065. Illness and uncertainty in regards to when it is ok to send your child to school... especially if you are only talking about a cough or throat ache
1066. Holiday
1067. Maybe some parents are too lenient about attendance.
1068. Illness, health issues, important family events, family holidays
1069. Sickness
1070. The Teacher is the problem, two many new teachers without the life experience and thinking they no it all
1071. Sickness and holidays are cheaper during school term
1072. Visit family abroad
1073. Too tired
1074. Sick
1075. Overprotection by parents. For example, a parent impressing their own dress code which may be out of the norm or apparent who overfeeds. The child may put their concerns upon the child that they are different and keep the child out of school
1076. Sickness /illness
1077. Family life/holidays
1078. Family events.
1079. Family occasions. Holidays.
1080. Appointments
1081. Parents not wanting kids part of religious ceremonies. I take my kids out for the week running up to confirmation/ communion
1082. Lack of early intervention when difficulties arrive.
1083. Tired lazy
1084. Parent may be ill and unable to bring child to school as they have no support
1085. Family occassions
1086. Hospital /physio/ot/salt/mental health appointments
1087. Sporting activites and boredom at school
1088. External appontments
1089. My child has health issues relating to the immune system. We're currently dealing with health system that isn't trying to avoid infection in school. So when there are outbreaks of other illnesses in the school. I have to prioritise my child's health.
1090. Family health issues.

1091. External activities impacting sleep
1092. Difficult home environment, problems with a teacher
1093. Family environmental, fighting and pressure at home
1094. They find school boring or not challenging enough.
1095. Learned behaviour to stay home from parents/adults.
1096. Посещение врача
1097. no
1098. Family issues
1099. Injury or accidents at home. Other sick children/parents at home not able to bring child to school
1100. Pushing of ideology that violates family values and religious beliefs without the ability to opt out for example, making an English assignment include pronouns, used in a way that violates English and adults telling children that they should “advocate for an align with LGBTQ communities” which is outrageous that an adult would demand this of a child in a public school setting
1101. They can find its boring. Parents allowing them to stay off.
1102. Eid and mosque prayer
1103. Parents not bothering to get the child up and ready for school
1104. Helping parents with younger siblings
1105. Family Occasions - weddings etc
1106. Family Event
1107. No
1108. Foreign parents or families
1109. Bereavement
1110. to attend hospital appointments
1111. Bereavements
1112. Parents health/mental health issues
1113. Family issues
1114. Parents laziness
1115. Older kids Kept home to mind younger kids when sick as parents need to go to work
1116. Illness & not liking their teacher
1117. Parents sleeping in
1118. Health reasons, death in family
1119. No
1120. Parents let them at home gaming.
1121. The school system is not built for children with differences. And the services needed are not available unless you have the financial means.
1122. Illness, medical condition
1123. The teachers are a big factor in our children's education . When I ask my children what does your teacher say. The answer I get back they don't cars, it's as if the teachers just do it for the holidays.
1124. If a sibling is off school, parents may be tempted to keep everyone at home. Perhaps for logistical reasons, perhaps for convenience. Children often miss school on half days, as it is perceived to be an 'unimportant' day in terms of learning.

1125. Appointments
1126. Neglect from parents/gaurdians
1127. Other kids hospital appointments so who gonna drop them and pick from school
1128. No
1129. Having to stay with grandparents/extended family not in locality, for childcare reasons
1130. Family bereavement
1131. Parental mental health
1132. Family emergency / special occasion
1133. Mainstream Irish school do not cater to neurodivergent children.
1134. Family issues
1135. Illness for loan parents
1136. Lazy parenting. Parents letting children take the easy option
1137. Attending school events like sports etc
1138. Because they are ill
1139. Tiredness
1140. Tiredness
1141. no
1142. Parent unwell & support to take them
1143. Bad weather possibly
1144. Appointments (therapies, doctor appointments)
1145. Religious discrimination! Children are marked absent from school when they are not being given an alternative during "faith formation". Insufficient places in schools of suitable ethos, language, ASD units etc. Unfit placement. Relates to the other things but is a separate issue as well. If children were able to attend their local school and not be forced to be indoctrinated into the chosen faith of the school (typically Catholic).
1146. Forced Religion exposure
1147. children sometimes don't attend school when faith formation is taking place. Esp in 2nd and 6th classes full mornings/afternoons can be given over to attending church/sacrament prep etc and opted out children may have to stay at home
1148. My niece has been badly bullied but failed to be supported by the teachers/ principal/ BOM. One teacher told her mother in law all Abby it and said it was in my sisters head and my nieces. She then spread these lies around a family party
1149. Children have to miss school if they are attending a Catholic school and the class are for eg going to the church. Most schools do not have the staff to supervise so children are forced to be at home. Even if they come in later they are still marked absent.
1150. No alternative to faith formation/sacrament preparation - parents keep them out to minimize the ostracisation caused for non-Catholic children.
1151. Not seeing value in what they do there and family agreeing.. Not. Feelong valied. Not being liatened to. Not being trusted.

1152. School doing religious instruction or activities for an opted out child
1153. Being afraid of teachers, music exams
1154. Medical appointments
1155. Catholic sacrament preparation. Also, my don in 4th missed the day as his class did the choir for the communion service today. And missed yesterday as it was the rehearsal.
1156. I think above is misleading- I don't feel most of them are relevant and my answer will skew your results. Since covid, it is not acceptable to send kids to school with so much as a sniffle. It's the same in workplaces. This is the main reason
1157. No
1158. Exhaustion from lack of support with additional needs
1159. Parents separated and child staying with parent who doesn't live near the school.
1160. When my son's nervous system is heightened he is not able to go to school. He says it is too hard to sit and learn all day. The school environment is too structured and every child had to learn the same thing whether interested or not. The childs needs may not be met. For example, my child was recommended sna time for sensory needs but he will not get that time unless diagnosed even though he is struggling.
1161. Dr. Appointments, skipping Mass or religious activities if opting out
1162. Exhaustion, burn out
1163. Parents not getting up to bring them
1164. Opted out children are marked absent when their classmates attend religiiys services and the school provides no option other than staying at home
1165. Parents mental and physical health issues.
1166. Children are marked absent during confirmation and preparation days when they are available to go to school but their is no teacher
1167. Appointments, family matter
1168. Dynamic unpredictable school environment, not suitable for ASD children, no alternative
1169. When they are opted out of religion and we're told we have to bring them home early or keep them home for the day as there is no staff to supervise them while the rest go to the church or prepare for sacraments
1170. Schools with a religious ethos that don't make provisions for children who opt out. If classes are attending mass/religious celebrations and alternative arrangements can't be made for the child. Parents often have no choice but to collect them/not send them. I think missing school also needs to take into account how much time a child who is opted out of faith formation accrues. If there is 20 mins of religious instruction per day, that's 3660 minutes per school years, or 61 hours or 12 days. This needs to be addressed. The state is facilitating school non attendance.

1171. Yes children who are not religious or of a faith other than catholic may miss time when their class goes to mass or especially during 2nd class and 6th class when a lot of time goes into preparing for sacraments. Kids opted out of religion will feel excluded and not want to attend school during this time. Parents may not want their kids attending mass when it is not their faith. Also for kids who are physically in the class but not participating in catholic indoctrination lessons which take up 30 minutes of every school day in primary school, well they may as well be absent as they are present in the classroom yet not leaving only given some pointless time filler work like colouring
1172. Non-Catgolic children in Catholic ethos schools (ie.88% of schools) may be kept out out school when a lot of time is being given to sacramental preparation. Eg. This week was communion week in 2nd class and there were two preparation days as well as Communion day itself. Non-Catholc families may choose to go on holidays this week to avoid their child feeling excluded/sitting idly in a classroom. If families choose to go on holidays at this time, siblings would also be missing school.
1173. No wanting to attend religious instruction or school mass
1174. No
1175. Lack of support for kids who opt out of religious education. Some days dedicated to preparing for communion/confirmation mean there is little point in child attending. Religious preparation should be separated from school hours.
1176. Parents may find it easier to let child stay at home
1177. Autism. My child has autistic burnout and sensory overload and school overwhelms him.
1178. Appointment in middle of day, exclusionary activities during school (religious activities)
1179. This year my sons teacher wasn't great and he's been less engaged in school I kept him home much more this last year we did baking and life skills at home.
1180. Too much homework
1181. Teacher
1182. Parents are ill.
1183. I think the biggest reason is kids being off sick with regular illnesses. Since Covid parents are less inclined to send their kids into school sick, which I think is a really positive thing! Also, parents are more inclined now to give kids a day off for their mental health if they're overtired or overwhelmed, which also think is a step in the right direction, and will give kids good habits around protecting their mental health going into adulthood.
1184. To avoid a sickness/illness that is in their school. For ect, measles, very bad flu, stomach bugs
1185. If the child is very sick
1186. Parents
1187. Hospital appointments etc
1188. Anxiety, school refusal, works too hard, too much sitting, too much expectations of Children

1189. Due to there being no provision for opted out kids - instead those kids miss school eg in communion and confirmation year especially. Religious indoctrination should be taken out of schools.
1190. N/a
1191. Illness
1192. Not been accepted for who they are
1193. Appointments for slt and ot etc
1194. Lack of supports for neurodivergent children in mainstream. Rigid and old fashioned teaching environments. Critical teachers. Lack of supports when a child is bullied or excluded. Terrible sensory environment
1195. Parents have other priorities
1196. From my experience as a teacher sone parents are unable to cope due to their own mental health and depression
1197. Too much extracurricular activities with huge cost to parents
1198. Family bereavement
1199. Children opted out of religious instruction need to miss school time when their parents are asked to collect them because of a religious outing or event taking up school time
1200. Additional needs and not feeling safe in the ASD , poor staff
1201. Not enough SET support and not enough understanding of neurodivergence
1202. Child is not religious, school does not provide provision for children not partaking in religion during mass or other religious activities so child has no option only to not attend that day
1203. No policy for children opted out of religious studies. Parents including ourselves often have to collect them early or day off if significant time spend on this or trips to mass. Especially around sarcraments
1204. Opted out kids in Catholic schools have no option but to stay home on days of religious assemblies, church visits and sacraments as schools will not provide supervision
1205. Children who are opted out of religion sometimes are kept at home because the rest of the school is at mass and there's nobody to supervise them.
1206. We do mental health days when my child is burned out and overtired. We also skip school if they didn't have a good night sleep and were awake throughout the night, I let them sleep in in the morning. Being tired with bad sleep means they will not learn and will have difficulty lasting in school 6 hours.
1207. Religious beliefs
1208. Family occasions, sad and celebratory, funerals, weddings , Confirmations, these are an important event in a child’s life.
1209. Schools asking you not to send the children in if they have any signs of illness
1210. Undiagnosed autism making clear communication with neurotypical people challenging

1211. Lack of supports/awareness in class/school of their needs due to lack of input/support cdnt etc
1212. If parents are gone to work before older child needs to start school perhaps? Gaming unrestricted and nit enough sleep?
1213. PDA
1214. Since COVID parents feel that school is optional and are quite happy not to send children to school. Schools also are too quick to close eg orange weather warnings which creates the wrong atmosphere that school is really not that important
1215. Because of religious sacraments in the school which my children do not take part in so they are missing out on education as the teacher / school is spending time for communion, confirmation prep etc. Visits to the church, confessions, visits to the class by the local priest. All taking up education time and often there is a lack of resources for the kids not taking part so they have to be kept out of school
1216. Urgent family reasons
1217. If attending a religious school and family are not religious parents may keep children home on particular days as school cannot provide staff to supervise if a child is “opted out” of religious instruction . Also, parental health issues/minimising risk where a parent is immunocompromised
1218. Medical appointments
1219. No
1220. No
1221. While the class is attending chapel/mass or engaged in preparing for sacraments or the like.
1222. Holidays are cheaper off peak
1223. Religious activities.
1224. Because the class are undergoing religious instruction that does not align with the child's families spiritual beliefs
1225. Medical appointments or working
1226. Relaxed parenting style
1227. Not partaking in preparation for the sacraments as when they are not Catholic they very much feel excluded and othered.
1228. Not really
1229. Family emergency
1230. No
1231. Public transportation issues (bus cancelled or not showing up...)
1232. Days where children are expected to bring in money for one of the many fundraising events
1233. No supervision provided for opted out children so parents keep them off school to jot expose them to indoctrination.
1234. No
1235. Professional assessment
1236. No
1237. I have been told to ckeep my children home from school because they are unable to provide supervision during religious instruction, my children are not catholic, but we have no alternative school available to us.

1238. Appointments - OT, SLT etc
1239. family emergency - no one available to mind child before / after if parent has meeting / doctors appt. not everyone has family / friends to step in
1240. Family situations
1241. No School transport due to outdated nearest school rule
1242. Behaviour of classroom
1243. Family matters such as funerals etc
1244. Separation anxiety
1245. Family occasion
1246. Lack of good parenting in certain family situations
1247. Appointment
1248. FAMILY COMITTMENTS
1249. Home environment
1250. Extra curricular appointments
1251. Disagree with some of the school curriculum. For example, a lot of parents would disagree with gender ideology bing pushed in schools.
1252. Family bereavements
1253. Due to schools continuing to have religious faith formation within school hours, including exclusionary trips to churches when non religious children sometimes have to be taken home
1254. Being exhausted after sickness or something specific reason as opposed to normal tiredness
1255. Children in country schools attending appointments in the city.
1256. Appointments
1257. My son's 7 so being sick is the only reason he'd miss school
1258. N/A
1259. Neurodivergent and not getting supported in order to access the curriculum
1260. Specially occasions
1261. Appointments
1262. Because of the weather especially during winter season , and they can get easily sick. And sometimes parents was sick and need to go doctors appointments and nobody can take care of them.
1263. not that I am aware
1264. Weather related.
1265. Family bereavement
1266. Illness in class avoiding infection
1267. na
1268. Teachers SNAS not being fully trained on how to deal with ASD children, can cause stress to the child, they shouldn't have to supply OT & S&L to help regulate children they are the educators. Also family holidays for ASD families cannot be taken during summer holidays everywhere is way to busy and over crowded causes too much stress.
1269. Family/cultural reasons. Children who are opted out of religion.

1270. Family time that cannot be relied on during conventional holidays due to job type.
1271. Our child miss school only because we go for family trip in October and November
1272. Family or wxtra curricular events
1273. Children in opted out of religion have to not attend or leave school due to religious services, communions as nothing in place for them in school when religious things happening
1274. Religion
1275. Medical appointments & treatments
1276. Medical/Dental/Optician appointments
1277. No
1278. maybe from a home where parents dont care
1279. Children who have additional needs - burnout, lack of access to services to support, lack of places in special school/autism classes to cater for their needs
1280. Death within the family.
1281. If they know their teacher is going to be absent due to extra curriculum activities then they don't want to go in and sit in an unknown class as a visitor doing a worksheet for the day.
1282. Family excursions to National Ploughing championships which is an educational trip itself
1283. Parents don't encourage it/ parents own struggles
1284. Religious reasons- class masses, preparation for sacraments, rehearsals at church etc, Family issues, bereavements etc
1285. Hospital appointments, family bereavements
1286. Lack of motivation from parents
1287. Needing a day of to recharge from having too many sports commitments
1288. Don’t like teacher / find school boring / parents not being strong enough / home situation, single parent for example
1289. Been ill
1290. Appointments
1291. Mainly illness or holidays
1292. Feeling unliked by their teacher
1293. Family occasions weddings funerals
1294. Being sick
1295. Just don't like school
1296. Illness or last minute circumstances
1297. NA
1298. Bereavement
1299. Appointments
1300. Sensory issues eg clothes. Having a bad morning adjusting.
1301. Family members passing
1302. No
1303. Medical appointments

1304. Medical and dental appointments which are usually only available during school days
1305. Undiagnosed conditions-learning disability, ADHD, asd, dyspraxia etc
1306. Weather related issues (bad snow) or trees down and flooding
1307. Detachment issues, missing a parent. Parents illness. Do not like their teacher or the teacher doesn’t like them. Not made to feel like part of the class.
1308. main reason would be medical/health issues and then maybe family issues
1309. Parents just give in to when their children ask. Afraid to say no as they feel it will affect them in a negative way. Unfortunately it just starts a vicious cycle
1310. Burn out, family dynamic changing, illness
1311. Not sure
1312. Teacher
1313. n/a
1314. Parent is unwell (longterm) and needs help at home
1315. Family reason- family appointments
1316. Bereavement
1317. N/A
1318. Normally illness, or holidays.. too expensive in summer
1319. As a parent I believe in good attendance as children will thrive more but I also think thay children miss school because the parent don't want to walk them to school maybe because of distance or simply couldn't be bothered.
1320. No
1321. Illness of parent, mental health of parent, dealing with grief due to death of parent
1322. Family emergency funeral etc
1323. Visiting father who works abroad
1324. Holiday
1325. I believe that transportation issues, such as the lack of public transport to reach the school, mean that if parents face any difficulty with their car, it prevents the children from getting to school.
1326. Family crisis, family death, one of the parents is an expat
1327. Over stimualtion in terms of quantity of homework given and tiredness following this. Also there is an increase in Play Therpay and OT in a lot of Primary Schools. These appointments often take place during school hours and along with mental fatigue following these appointments can lead to school absences
1328. Sickness and family emergency
1329. Extreme weather. Power cut
1330. Children that don't do communions are forced to be collected early and when parents are working it's easier to keep them at home rather than organise pick up
1331. Not well

1332. Family life may not be supportive of education , difficulties in the home between parents
1333. No
1334. Death of a family member
1335. Feel unwell or sick
1336. Bereavement
1337. Family occasions , medical appointments
1338. Tiredness and sickness
1339. Some parents dont think that school is that importanat
1340. Long term health related issues
1341. Weather
1342. Do not like certain classes
1343. Main reason would be sickness. Rarely holidays.
1344. No
1345. Illness
1346. Cultural occasions/celebrations
1347. Parents/guardians work
1348. Bullying parents each other not kids
1349. Health issues for child or parent
1350. No
1351. Medical appointments
1352. Attending family funeral
1353. My son doesn't like going into school as he struggles with some aspects of academia however, he doesn't like missing school either as he doesn't want to feel more behind his peers. For him the anxiety of going to school far outweighs his anxiety when he is there
1354. Afraid of their teacher
1355. Family Holiday
1356. No
1357. Bereavement in family
1358. -
1359. My child is opted out of religious education in their school, catholic gaelscoil. During sacrament preparation there are weeks where there are numerous visit to the church taking most of the days. My child had to take some of those days off or the other option was to be sat at the back of another class for the whole day. This is happening in many many schools across the country and added together that's a lot of school days missed.
1360. Young Carter's under extreme pressure and exhaustion, school may not be possible for them every day-these kids are slipping through the cracks with little support
1361. Lack of school supports eg. No access to SNA support or SEN teacher due to delays in AON and criteria required for SNA support and resources
1362. Concerned about missing what is going on social media
1363. Family event- wedding, funeral etc
1364. Medical appointments
1365. If marked absent if it’s a day when the school goes to mass

1366. Appointment
1367. Appointments for dentist, doctors, opticians and if a child sees someone related to therapy
1368. Can't think of any
1369. Only the top 2 reasons above apply to my child. Health Related Issues and Family holidays as in family events like weddings etc.
1370. Family accasions (weddings, funerals, confirmation, Communion, relatives visiting from abroad)
1371. Phones ...not particularly primary schools but phones habe our teenagers ruined ..they are bombarded by too much toxic influences .
1372. Parents choice of homeschooling
1373. My child, for example, is often sick.
1374. Appointment
1375. Parents not supporting tue child appropriately
1376. No
1377. Death in family or parents being sick
1378. Poor parenting
1379. Death in the family
1380. Parents can sometimes want their kids to rest, but this can be for the wrong reason. The activities causing the tiredness should be reduced before shcool time
1381. Mental health reasons. I am recently divorced. My child misses me when he's to spend weekends with his dad. So when he comes back to me, he's to go to school and he hates it as he misses me.
1382. My daughter has ADHD & Sensory Difficulties and struggles with time management and executive functioning. She is often late fir school.
1383. Domestic responsibilities such as young carers, or a living in a home with a parent in active addiction where they feel they can't attend school to mind them etc; homelessness-related absences
1384. Families which are living in 2 countries
1385. Lack of community/family
1386. Burnout
1387. Teachers
1388. Appointments like occupational therapy, play therapy, speech and language. Wait lists r very long and when pupils get Appointments they take whatever time they get. This sometimes falls during school hours.
1389. Post separation abuse / lack of school support during post separation abuse
1390. Yes, from my own personal experience of a 12yr old who has missed over 50 days this year due to anxiety, social anxiety in particular, my child hates jersey days, dress-up days, crazy hair day etc even though there is no pressure from the teacher/school to participate, it is extremely difficult to get the child to school on days like this
1391. She's trying to protect herself from burnout
1392. Family occasions (weddings, communions etc) outside of Ireland, which necessitate travel.

1393. Sibling with health issues or viral infections that are spread in school also being exhausted by continuous homework and school
1394. Yes, during COVID, when my children received a total of one email per week as the full extent of their educational input from their school, and during the two months that schools close over the Summer, my children thrived. Their standard attainment scores improved following COVID. They also engage in a number of activities such as as chess, playing instruments, and sports where they are performing well and sometimes need to take time out of school to take part in various competitions. I wholeheartedly reject any paternalistic approaches by the state to force school attendance, particularly given that that there are no concerns about claiming schools for two months each year. It is an illogical argument and contravenes article 42 of the constitution.
1395. Tired after an event the evening before

Q7. If your child has had a hard time going to school, what has helped make it better?

1.Encouragement and bribery
2.Sitting down and talking through it, usually its just the normal they don't want to go to school because they are left by themselves during break.
3.Talking about whatever is bothering him
4.Speaking to the child, school and class teacher.
5.NA
6.Sending email to teacher if unwell
7.Telling the to, call mom to collect them if they need me.
8.Change of teacher at the time
9.Assistance of teachers at school gate.
10. Bribe them that they'll have a treat after like a day out or something
11. Speaking to the teacher
12. Returning after a break - the teachers always ease them back in which helps
13. Liaising with school, usually made to feel like I'm the child by principal..schools back their staff they don't want to admit when they are wrong
14. Speaking to the school
15. We always talk about it and what's going g on
16. Thinking together about two or three good things she'll enjoy that day, packing one or two personal items like a survival kit (e.g. teddies, reading book, colouring book, her favourite item, etc.)
17. N/A
18. N/a
19. Allowing them to bring something in with them from home such as a toy.
20. My child wants to go to school for an attendance certificate
21. Having breakfast in school and more socializing time before entering class

22. Fun things happening in school, promise of rewards, explaining its importance
23. Sit down and have a chat about why they don't want to go and promote the positives
24. Reassuring them there going to have a great day once they get in the door
25. Writing note to teacher and explaining concerns or contacting school
26. Encouraging them.school is not just a place of education but social learning and making friendships. It benefits the child in many ways.
27. A few years ago due to anxiety but the school was a huge help with giving jobs to do and extra emotional support.
28. Open communication with the teacher. Taking an easy, gentle approach with the child but also being firm that we're going to school (even if we're late).
29. Consistency!
30. Say that there will be no one at home and that all her friends are very excited to see her
31. Highlighting the fun they will have with their friends.
32. Support from the school to resolve bullying type issues
33. Doing fun stuff at home to look forward to
34. No
35. He's okay
36. More supervision during breaks.
37. knowing that they can ask a teacher to phone us if they feel they want to go home which 9/10 never happens
38. Knowing I'll be outside the gate to pick them up.
39. We are currently working with school on a bullying issue
40. bribing with toys/treats!
41. Listening to your child understanding but explaining it is a non negotiable & we can work around the obstagles & work with the school.
42. He compares how often his friends miss school, we discuss it, he can get anxious sometimes if he's worried he'll get in trouble for something in school, we generally chat and he's on in the end. He likes school in general.
43. My daughter has struggled as she's moved school last year. It's been a difficult transition for her and I felt the staff inside the school helped with that. Understanding the child and where his or her thoughts/ needs are.
44. Occasional mental health days
Reassurance that they can be collected if needed
Little practices to build connection even when apart eg little drawing on both our hands
45. Met with school, and they tried different techniques, but nothing has worked.
46. Family support
47. Teacher and SNA appropriate support
Lateness not being an issue
48. Bringing in toys so a little bit of time is with them. Great support from teacher.

49. telling them that they are going to have a very good day in school and all the things they are going to learn
50. N/A
51. n/a
52. Understanding that it benefits him in the long term. When he finds it hard to get going in the morning, we make plans for later which gives him something to look forward to.
53. Support from the school, making her time there happier
54. Discuss why they don't want to go to school.
Countdown to weekend helps.
55. Parent support.
56. Always emphasize how important is to have an education and motivate him that he will have time to socialize with friends and have free time to have fun.
57. Keeping them home for 1 hour then sending them in
58. The teacher, active breaks
59. My daughter loves school and enjoys socialising with her friends.
60. Illness is the only reason they miss school. One child gets anxious after breaks in the school year but talking helps. This is teacher specific
61. My children both enjoy going to school and never want to miss it
62. Talking to them
63. Speaking to the teachers about anxiety and bullying. My child has missed school mostly because of sickness picked up at school. Taking probiotics now seem to be making a difference.
64. Discuss the importance of going to school and doing their best and letting them know they are supported by their family and teachers
65. Child hasn't really had a hard time at school
66. My child is ASD. Having the SNA meet her at the gate has helped. Also relaxing school rules regarding parents on school property helps so I can walk her in. She is a flight risk so I can't just drop at the school and go.
67. Reassuring we will come collect time if needed (which hasn't happened yet) although they are not willing to tell their teacher if they're not feeling well.
68. Get a good night sleep and have a good healthy breakfast in the morning
69. trying to convince him it's necessary for progress, linking reward to school knowledge attainment results
70. N/A
71. Nothing, he's just not enjoying it, feels like his teacher doesn't care about him. Said he feels like school is prison. It mostly takes a big argument from both myself and my son and then that makes me feel guilty.
72. Reassurance, support, extra cuddles and making sure they are well fed
73. I had to move schools due to difficult social relationships and lack of confidence in the school. It has lost 20 teachers in 5 years and pupil numbers have dropped by half
74. Not relevant
75. talking it out trying to get to root cause. discussing with teachers

76. We gently encourage our children to confront difficult situations and develop their problem-solving skills. We emphasize that challenges won't simply disappear if we ignore them; rather, it's through facing them—with empathy and compassion for others—that true understanding can grow. We also reassure them that feelings are ever-changing and, as they mature and gain a deeper understanding of the world around them, they will find that things can and will improve.
77. Nothing, the school have failed to act appropriately in dealing with bullying incidents. I have 'helped' by making him go and not stay at home.
78. Ability to speak to teachers directly in a timely manner to discuss concerns and receive feedback.
79. Mu son loves schoolbut if he is anxious i sit and tell him we can work through it together. He then talks and seems better
80. Just being funny
81. Helping them think about the parts they enjoy
82. My child likes routine and can be very upset when this is disrupted. He gets a bus to and from school and this helps as it is consistent. Breaks and holidays and days off can be hard for him returning.
83. Reducing Homework.
Mental Health/ Rest Day when he was burnt out.
84. If they have something on their mind we will talk it over even if it means they might be late going in and reassuring them that they can come home if they need to. (This has never been the case as once they are in they seem to get on with it luckily)
85. Junior infants - bit of time out to get the communication right to understand reluctance, usually once able to get it out of their system then able to then go into school once had time to settle.
86. I do gentle parenting but you can be firm and gentle. Acknowledge their struggles and even send them in late.... Better in late than not going in..... My eldest has had struggles going in, my husband dropping him and I mail the teacher keeping her updated while letting her know he's outside the school.
87. No. But my 13 year old daughter missed over 3 weeks last year in 6th class due to stomach issues which we now believed were stress related when her friends group changed. 13 girls in a 6th class - odd number not good as he had to sit on her own for the school tour
88. Luckily that didn't happened
89. My children are happy and healthy. We never followed any of the Covid 'rules' - I refused to smother their face with a mask, keep the distance or sanitise their bodies. We lived, laughed and hugged without fear. My children also know truth vs lie and do not buy the lies of gender identity and climate alarmism. They have only had one absence from school. Connect the dots!
90. My oldest child has always loved school. My younger child is 6 and has never liked it. Has difficulty keeping her attention all day
91. I always says only few weeks left before the summer holiday
92. Engagement and encouragement from teacher

93. Breaks in school, listening to their concerns, changes to the environment and less pressure to perform in school. Nice things to look forward to after school.
94. Child usually only misses school because of appointments for health or therapies.
95. Sports day - she loves PE days and if its a training day for her GAA Club - she knows she can't go to training if she was too sick for school
96. A nice family event after school or fun with their pets
97. Junior infants so distraction works and redirection of thoughts but can see how this would become tricky when they get older
98. Talking it through with them
99. Speaking to your child about any issues & resolving them
100. Teacher support
101. Talk to the teachers and principals they are very helpful
102. School being accepting of planned reduced hours, more movement breaks, and no pressure on completing homework.
103. My son has anxiety issues, and brain calm help him to go school
104. Open conversations
105. Distraction, she’s still at an age where I can change the topic if she’s challenging going in, I can distract her and get her into school generally easy
106. teachers and principal support make the child to feel safe and supported, provide more activities in the school to catch child attention and interest to attend to school
107. Empowerment at home, play dates & talking about it
108. She knows she has no option but to go it is not a choice.
109. The staff being aware
110. Talking or staying home
111. Support from principal and teacher
112. Calm mornings at home. Discussion with teacher around a bullying issue we had.
113. A kind teacher who understands ADHD and autism
114. My child hasn't had hard time going to school
115. Leave plenty of time in the morning for dealing with wobbles. Explaining some things are not negotiable and giving them agency to input into items that are negotiable (like what’s for dinner or weekend plans)
116. General understanding that it's important to go and chatting about/getting to root cause of not wanting to go and resolving if can.
117. Just having a little chat in the morning to say that it will be alright and when I mention friends he feels better as he loves seeing them, he is getting bullied so most Mondays are a nightmare
118. Better sleep pattern
119. Not app
120. Talking through issues, contacting teacher
121. Having discussions with her teacher.
The fact that she can call me to come home if she needs to
122. Encouragement

123. He had a clash with a teacher one year. Mondays were hard. Having a special favourite dinner when he cames home. Reminder of the nice activities in school that week- hurling, school trip. Would have been helpful for the school to have something good planned for Monday morning. Tuesday was always an easier day to get him in.
124. A warm, welcoming and supportive staff team who look out for my child. A focus on the development of positive peer relationships.
125. What helped was the school acknowledging his special needs. It was time limited though, and the school does not engage in a collaborative way with the family
126. Staff at the front door to meet him.
Promising he can contact me if he needs to.
Communication with the teacher e.g I email her to let her know he is having a difficult morning.
A reward chart at home.
127. Discussions with the class teacher
128. Having friends in school, and an activity to look forward to, either during school or straight after school
129. Reminding him that he will learn new things in school and get to play with his friends
130. Advancing morning schedules, keeping calm and composed, and taking the help of a partner in morning routines. Empathizing and yet not co-opting with a child refusing to go to school. Building consensus and cooperation with the child is the key.
131. Nothing, it's a daily struggle.
132. Taking each day at a time
133. SNA bringing her for a job before going into classroom
134. The teachers have been great in encourging them to go in. Then once they are in there, the SNA or teacher will take a bit of time just to see how the child is getting on, maybe give them a bit of a busy break etc. Also, keep in touch with us just to discuss if there's anyting going on
135. Good communication between parents and teachers, child and family feeling supported by the school and not feeling judged.
136. Talking to them and the school
137. Take the pressure off (as in don't talk about it too much,) just listen.
138. Not applicable
139. Chatting about it,breaking the day down into sections,having something to look forward to after school
140. NO HOMEWORK
141. Allowing them to take the time they need to get there, even if it means they are late.
142. Meeting a friend at the school gate. Distraction techniques. Planning something for after school.
143. Nothing sometimes the school needs to adapt to the child

144. I've talked to them and empathised about the situation and also let it be known that taking time of school is not an option unless they're ill or similar. There are always solutions to a problem and we try to work it out together. I think the parents attitude can determine the level of attendance.
145. When my son was in 3rd class a lot of parents reported their child suddenly giving out about going to school. This improved significantly when he moved to 4th and changed teacher.
146. Explaining that school is a part of life as a child and even when difficult it's important to go.
147. Having a structured routine in the morning. Being prepared
148. He loves going to aftercare, where he can have free play.
149. Speaking to the school directly and following up with them to ensure they have dealt with the issue
150. It would be disrespectful to her teachers and friends, since they all made the efforts to get ready and be present at school. Any absences should be informed in advance.
151. School support, sensiry breaks. Days off
152. Break down the morning into smaller steps
Reassurance that they are heard about not wanting to go to school and that support is there if they need
153. More play based learning in school, being outdoors
154. Patience. My child has sensory difficulties and getting dressed is a huge trigger. He loves school but hates the clothes required. The school have worked with me to allow the tracksuit rather than formal uniform be worn most days and I no longer hurry him mid meltdown. If we are late, we are late. I'm learning to recognise and advocate for my child's unique needs whilst being respectful of the rest of the school community
155. Discussions and sometimes an incentive
156. Letting them start school late.
157. N/A
158. Giving him reassurance, making him feel safe and that he belongs within school. Discussed his concerns and worries regarding school and working with the school to address his concerns and issues. Discuss Autism in positive light and address any concerns he has regarding him being an Autistic person and help him with social skills and building friendships.
159. N/A
160. Seeing their friends and teachers
161. I usually take her out of school for a mental health day and try and spend the whole day with her doing lego and trying to get her to talk about why she doesn't want to go. Depending on the answer we will deal with it accordingly.
162. Allowing them to choose / listen to music on the way to school; not giving in to them when they don't want to go in; doing some deep-breathing if they are feeling anxious about something and trying to remind them of the positives of going into school

163. NA
164. Supportive staff
165. I changed her school
166. Talking it through involving teacher
167. Talking about the positive things in school like friendships and getting to play games. Also by looking forward to what we'll do together after school e.g. go to the playground
168. Not having to sit all day
169. The possibility of a four day week
170. In relation to question 6 - I don't argue with him. I keep him at home to rest.
I have made the mistake in the past of listening to teachers telling me to send my child to school, just get them in the gates and they will be fine. They were not and eventually ended up in burnout. I will not listen to any teacher who gives me this advice in the future as it is wrong. It puts attendance before wellbeing and I don't agree with this.
So with my younger child, I let him take a day off to recharge and then he goes back in again the next day. No problem.
171. Talking about why school is important and they need to attend
172. Fostering a strong relationship with the teacher and discussing problems that arise even if they are considered 'small' problems
173. Bribery, promise of treats, holidays coming soon.
174. no issues
175. N/a
176. My child was bullied at school and due to that he didn't want to attend to school.
We have a conversation with teacher and principal and it have sorted a bit the situation, so now he's going to school a bit better.
177. talking about why they didn’t want to go and trying to find solutions together
178. He disliked a child on his bus and didn't want to get the bus to school but talking to his bus escort helped and we came up with strategies to help. For example: different seating positions, bus activities to distract him etc
179. My child is in Junior Infants and had a period of uncertainty around attending because another child was giving her a hard time. Thankfully this has since eased and she never minds going now.
180. Our intervention, help and guidance on our behalf definitely not the school
181. Reassurance
182. I spoke to the teacher, it seems because my child is a fluent Irish speaker that more pressure was being put on her in class to achieve better in Irish. When the teacher dropped the pressure my child's complaints about not wanting to go stopped.

183. My 8 year old son is very good for going to school so if there is a day he is out of sorts or crying that he doesn’t want to go he must really need a rest. I will push for him to go and say the teacher will ring me if he needs me. It mostly works but if not I will let him rest for his mental health. It rarely happens tho. His absences are mostly chest/throat infections or very bad hayfever that meds won’t relieve.
184. Reflecting feelings, allowing the occasional day off
185. Talking to him, being consistent, routine, reiterate that it is important and he can't miss school.
186. Changing schools
187. My daughter had play therapy to help with school refusal issues. It cost us a lot of money but ultimately it helped her overcome her anxiety about school/feeling comfortable with peers.
188. Speaking with child to find root of problem and liaising with staff
189. My son loved school for two years. A child in his Autism class began exhibiting aggressive and dangerous behaviours and my son became terrified. It took us months of sitting outside the school to make him feel safe but he has only started being ready to attend regularly once this child was moved to an individual learning space.
190. my children start school at 8:20am. I am a working parent and they have to attend afterschool facilities at another site. By the time they get home it can be late some evenings. I find tiredness can often be a factor and causes great issues in the morning, with my younger child especially. I have slower the pace going to school which often means we can be late for the school start time
191. Allowing PE or more comfortable uniform and letting them know they can call us to collect them if needed
192. Reminding her of the lovely activities at school that she looks forward to, like sport, art or drama.
193. My youngest faced school refusal last year, but I figured out he had anxiety about transitioning to the next class. The resource teacher linked in with him and made the transition much more gradual and pleasant.
194. Telling then if it's get bad let the teacher know and they will ring me
195. Distraction in the mornings
196. They love school
197. I just remind my child that school and education is important. They don’t have to enjoy every day and sometimes they will have hard days but to try and find one small positive thing in the day
198. Explaining the importance of school and giving examples of other things we have todo even if we don't really want to, such as brushing teeth or having a shower.
199. unknown
200. When there is a sense of belonging with the class and school. And a positive relationships
201. A bribe
202. Encouragement. Not a choice, unless unwell

203. Role-playing handling of difficult scenarios
204. Explaining that their friends would miss them, pointing out some fun things they might be doing, if all fails bribery :)
205. Support them, try and understand their point of view
206. Meeting friends
Plan school hoildays is only a few days away
207. Joking and making morning times more pleasant
208. Talking to child, talking to teacher
209. Friendships, sport and fun school activities.
210. *Conversation with her teacher
*Some rewards
211. Speaking to teacher
212. Parent support and reassurance
213. Reminding them of friends and anything fun they do at school
214. Approaching the school. School being very supportive
215. Talking to child. Seeking help from healthcare professional and school.
216. Talking about it at home
217. Mum talking to him about his concerns.
218. School support and private paid therapy
219. My child has support from a resource teacher for her dyslexia challenges
220. Openly talking about their day - Chat about their relationships with their peer group. Providing them with support on how to recognise conflict and how to manage it. Chat about their work load and figuring out ways to best manage what is required of them.
221. Meatheal, change of principal, CAMHS & disability team supports
222. Rewards at home for going to school, brining them to go to school which is terrible but I have no choice. reassuring them that their feelings are valid
223. Sometimes I promise to collect them earlier than usual
224. Consistent appropriate support from school staff
225. Junior infants currently so no problem lives it
226. No option, you must go
227. Discussion with teacher
228. My son is in 3rd class, enjoys school, is an avid reader, but hates having to do so much homework (literally causes tears and avoidance techniques which causes arguement), the amount they get every day (since Junior Infants) is ridiculous, honestly takes way too long for young children, not comparable to lighter load of homework received in other neighbouring schools! There needs to be a standardised approach to homework (like the curriculum) across all classes in all schools so that expectations are the same from all children. Homework is draining and counterproductive rather than a positive influence when it is excessive.
229. Speaking to teacher about bullying
230. Special class
231. School not challenging them.academically.
232. Kindness, support and understanding from school.

233. Talking to the teacher
234. N/a
235. N/a
236. Saying that they can always call me if they need to come home - they never have but it gives them an 'out'
237. Reminding them of their friends, that they enjoy learning, and how helpful it is for them to learn.
238. Having a break weekly from school.
239. Discussing what it is that would make the day better and more fun, find something they can look forward to.
240. Speaking with the school
241. Talking through the issue, talking about own experiences and what helped, things to look forward to after school, talking with teacher, play dates with friends, chill out time at home, good food, good rest.
242. Believing my child's struggle. Despite been constantly told by staff that he was fine. This has built a relationship of trust between me and my son. And has improved confidence and self esteem.
Respecting my sons needs - a unique approach to education and learning - private and alternative education combined.
Asking the Educational Welfare Officer to stop sending me legally threatening letters about attendance when there was no resources or supports been made available to my child to help him participate fully in mainstream education.
Getting a diagnosis.
Telling my son that his mum will not be in trouble with the guards for his attendance.
Putting my child's welfare first, before the socially acceptable norm of 100% attendence.
Learning in different styles with my son.
243. Reminding them of the schedule or next break coming up. Eg: make a calendar that shows clear days off and on for school for a month ahead at a time.
244. Friend or something fun like school trips
245. Talking to the teacher and letting them know there is an issue and resolving it with the child.
246. Offering to drop or collect them.
Giving them a once off, day off to recuperate.
247. Talking about the issues being faced, reassurance and reinforcement with the child. Linking in with the school to understand how they are getting one once in school and if there is any other underlying problems.
248. Talking it through
249. Making weekends a reward....telly morning on weekwnds. I drop and collect every day and that time which is a luxury for them is important to them and their wellbeing.
250. It’s been health related when they don’t go so rest.
251. To know that all her friends are also learning and going

252. Encouragement; pointing out the positives; rewards system
253. Speaking with teachers
254. Empathetic teachers who understand my child.
255. Some accommodation, but there are not enough. School. is not structured in a way to support those who find it difficult in a meaningful way
256. Na
257. Days off mid week. Time off to attend counselling. Movement breaks. Access to supports in school.
258. Taking the time to discuss their worries and concerns. Speaking to the school about the issues.
259. Just once. Speaking to the teacher & teacher speaking to the other child. Teacher influenced the change in behaviour of the other child
260. Talking through things we'll do when they come home or talking about their friends they'll see in school, letting them talk through their worries
261. Not much really: she is attending play therapy
262. I havent experienced this issue or problem with my child
263. My kids don't - since immigrating we have had increase in illnesses probably due to the climate difference - my kids have low immune systems and we trying to build it up t
264. Teachers addressing anti social behaviours in class
265. Consistency of not giving in when they don't want to go
266. Teacher talk to the child
267. Talking with child and the school and also private play theraphy.
268. Good rapport with teacher
269. The helper on the bus
270. Relationships with staff. Reduction in pressure and expectations
271. Changing the subject / distraction
272. We changed the school. He now attends a democratic school
273. Teaching her how to stand up to bullies.
274. Schools support and accommodation despite fact will be waiting months for adhd assessment
275. Going to see friends
276. She misses school at times so we can holiday. Cannot afford during school hols
277. He loves going to school and he is looking forward to go every day
278. Support in school from SNAs, sensory breaks.
279. Reduced timetable. Having an understanding and kind teacher. Taking the pressure off him to attend and trusting him to go when he can.
280. If they feel safe & seen
281. Reassurance
282. The child is more eager to attend school if they have something to look forward to, like a special colouring book or getting a big chair.
283. Rewarding her
284. Having friends and feeling safe and having a sense of belonging
285. You ll miss your friends usually if they are tired after a busy weekend with friends, family sports.
286. N:A

287. Bringing a toy or teddy that they are familiar with
288. children ok going to school. no mid-term breaks which force families to take time out for holidays. in Austria the schools in different regions have mid terms at different times which means prices for holidays dont increase significantly for those peak times.
289. The school transport
290. I am consistent that we do not miss school unless sick
291. Have something fun planned for the weekend.
292. Encouragement and positive approach, planning a nice activity to do together after school
293. Telling him that as his parents we would get in trouble if he doesn't go to school
294. School attendance is not for dispute
295. The teachers
296. Taking him out of school as it was causing distress
297. To chat about it
298. Nothing
299. Talking to principal and teacher
300. School staff. Waiting for the children in the morning to greet them. They helped to comfort my child and eased the transition massively
301. We wait in the car park until she sees a friend she can walk in with
302. Validating their feelings
303. Patience and understanding from staff - only possible due to being in special class and having staff available.
304. Reassurance from us and talking with the teacher.
305. Never an issue
306. Communication
307. Talking it through
308. Nothing so far
309. Discussing the issue openly
310. Getting private medical insurance and paying thousands for what should be provided publically to every child. The public heatlh system for childre is broken. We have two children waiting >6 years to get assessments and support. One of them has a physical disability. It's a disgrace!
311. Speaking with the teacher
312. Nothing really I'll turn it into a game or award with a treat
313. Consistency, addressing the situation
314. Nothing
315. Having an SNA there that she can talk to in confidence if something is bothering her.
316. Spending time together doing things they like whil talking and making them feel heard.
317. Talking it out, showing support and taking pressure off. School has to be a nice place to go,which generally it is. They sometimes just need a break. I'd worry about a persistent pattern where there is an identifiable trigger
318. Lining up good afterschool activities and liaising with the teacher

319. Consultant appointments, OT / physio / psychologist / dietician appointments
320. Thankfully he hasn’t.
321. Supportive teachers
322. Organising to be able to drop and collect, being home after school, talking to teacher
323. It’s not an issue. Absences are primarily due to seasonal bugs and germs.
324. Going in for a later time that day.
325. Assistance from school and SNAs
326. I spoke with his teacher and she sorted the issue without any difficulty :)
327. Transport, sick parent
328. Not putting pressure on him or forcing the issue
329. Talking to teacher , and therapist
330. By going to play therapy outside of school, by the teacher giving them some positive attention & recognising them individually in school.
331. Missing school is non negotiable so he has to go. It’s good training for later life. There’s too much talk of “mental health” and it’s creating opportunities for kids to use it as an excuse
332. She (5 years) really struggles most mornings, particularly since Easter. Getting through the door and me leaving seems to help. But it is very hard to leave as she can be determined not to go into class. The teacher oftern has to come out.
333. Getting the school to take off pressure when I’m he is there and setting expectations the same as a child with no disability (even though they have known about it for 4 years!)
334. Walk to school, talking and also give them more time to wake themselves up
335. Advocating that their needs are me in school,, not forcing them to attend when they are distressed, maintaining relational safety for them
336. Supportive staff who listen and create a bond. An environment that isn't sensory overwhelming.
337. They hate school, bribery with games and treats helps
338. Accommodations from the school regarding sensory and movement breaks. Having a support teacher and SNA she can go to if needed.
339. Talking about the issue and making a plan that they agree with.
340. Positive communication with kids and supportive talks about study plans
341. Social aspect ie her friends
342. Making the experience exciting for example, having sports days, jersey days, speakers in about interesting topics, having specific themes with exciting learning opportunities associated with them
343. Promises of fun things after school
344. It hasn't ever been a real concern.
345. Knowing that if he wants to come Home he can

346. SNA support, movement breaks, half days, feeling understood & supported
347. Parents understanding
348. encouragements, talking to see why they don't want to go
349. anxious, worried about the work and participating in class.
350. Sometimes the easiest thing has been to give them the day off and let them be at home for a day. We all have days like that.
351. Contact the school and teachers, working together and supporting one another for the good of the child!
352. Talk about the issue
353. Giving him 1 day off every so often. If I do thos then he goes for weeks no problem rather then fighting everyday
354. Open dialogue with school re issues with friendships etc.
355. Support from school
356. Not the school!!! Supporting the child's emotional well being and helping the child to regulate after school
357. Projects and outings and events
358. N/A
359. I'm not sure it has made anything better. I have given no choice to stay at home.
360. Chatting about it and possibly speaking to the teacher
361. Yes in 2nd class her set didnt acceot autism reoort so she got no supports and avoided school. Hasnt missed a day in a child led school
362. Agreeing to a half day on the bad days.
363. Talking to them about their feelings/ worries but making it clear that unless they are ill that going to school is non negotiable.
364. Go in and see how you get on. If you feel you nee to home home then thats ok too but she never does come home.
365. A promise to spend more time with her later in the day
366. Nothing
367. Not applicable ever
368. Suggesting doing something nice after school, or offering to collect them early
369. Just have to explain why they go and suggest organise play date with friend for a day after school
370. SNA and asd awareness.
371. Difficulty organising herself for school in the mornings and sometimes anxious saying goodbye at their line
372. Sometimes teacher otherwise discussing with parent
373. Talking with teachers about what is bothering the child.
Teacher taking pressure off child
Support person assigned for daily checkins
Less homework
Teacher addressing bullying issues
Nice lunch treats
Movement breaks
Psychology intervention
Irish exemption

374. Homework exemptions, SNA access and assistance
375. Moving to a different school that supported them in the right way
376. Does not apply
377. Talking to the teacher
378. Talking about it
379. Tell them teacher can ring me to take them home
380. My son has a PDA profile, I need to connect with him and work around any stress.
I need to put strategies in place to help him get up and out to school in the mornings.
Since Easter break he refused to get out of the car at the school entrance. He would feel sick and would shut down and not get of the car, even with the help of the Principal.
I then had to plan to arrange to meet with a friend before going onto school property to get him to school. I think he feels unsafe at school and his sensory difficulties are worse there
381. Being consistent, listening to there worries, meeting with teacher to chat through things. Movment breaks and check ins
382. My child likes his school and made lots friends there. He has a strong sense of responsibility, hence never misses school, except when we are on holidays.
383. Trying to put measures in place to help him at school and sometimes we have just not gone to school when things are very bad
384. Open discussions, counselling,honesty
385. School being more understanding of the issues my child is going through.
386. My child only has reservations about going into school when he is unwell and we haven't found out yet because he can't tell us using language
387. Sna support to help with regulation in school
388. Talking it out, speaking to the teacher, but nothing will help if the environment is overwhelming or even toxic
389. It’s unfortunately getting worse. The school were somewhat helping initially but we feel we’re on our own now.
390. Acknowledge there worries or anxieties and help them through. Speaking with school and asking for support through the difficult time for the child.
391. Listening to what my child is saying and being compassionate. Equally, the teacher listening with compassion. Offering sensory and brain & movement breaks during the day (my son is not autistic) but does get tired and needs breaks
392. Giving them a day off to learn something meaningful.
393. Discussing the issue and trying to come up with resolutions. Looking for the positives in school and highlighting the good things about attending school
394. Delaying going to school going for a walk and talking to them they normally go to school after a walk and a chat.

395. Listen to their worries. Chat to the teacher if needed. Reassure them.
396. Telling my child that I will talk to the teacher and get an issue resolved for her. When she sees I follow through she is more confident that any issue will be tackled by the school
397. Schooling from home at the moment due to bullying.
398. School accommodation
399. Keeping the school infirmed as to what's going on at home about school
400. Friends
401. They are quite young so we haven't experienced problems
402. No- reality check
403. Caring, understanding, helpful head mistress and teachers and time, smaller class size initially
404. Teacher being understanding and approachable by child
405. Giving a day off in between or collecting early
406. Talking with the teacher
407. Engaging with their class teacher to discuss the origin of the difficulties so we could work together to work towards a solution.
We also found walking to school as opposed to driving has helped, as it takes slightly longer but allows us a more gradual shift into the school day with chats.
408. School / Education is seen as a non negotiable priority.
409. Explaining nepotism to them from a very early age
410. Find out the reason why, Acknowledge their feelings and give them strategies to deal with the situation they find themselves in.
411. If any issue arises it would be to talk it through with them, give them space to air their concerns and thoughts without telling them how to feel or act
412. Encouraging her to make new friends after being bullied.
413. take it in stages
414. Routine, structure, support her through it. Understand anxiety and normalize it and show steps to overcome it.
415. Accommodation around the first place they went. Not straight to class room.
416. Looking forward to weekend plans, treats etc
417. School have let her come in when she is ready reducing rushing and stress in the morning, I still aim for the correct time but not tense mornings as we know it's OK if she is late.
418. Food
419. Resource teachers for additional support
420. Explaining how school sets children up for success in the future
421. Having activities after school to look forward too
422. Explaining that while school work is hard it's even harder when your not there to learn it.
423. letting her stay in bed
424. One of my twins does not like her teacher as she is angry and shouts a lot. I keep having to remind her that the school year is nearly over. But it still comes between her and her sleep

425. N/A
426. Activities or themed days in school
427. NA all absences have been either health related - we are in receipt of advise not to semd child with illness to school.. there has been a huge increase in health related necessary absence particularly since covid... or due to an important family events pr appointments
428. Iv been lucky my child likes school so far
429. Movement breaks. More physical learning rather than in room on a chair
430. Talking it through
431. Talking to class teacher, bribing the child with something fun afterwards
432. Compromise - on the days he's really struggling we have allowed him stay at home. But explained that we're trusting on the days he's ok to go, that he will go.
433. Being allowed to stay in school instead of being brought to church
434. Teacher's empathy and understanding, listening to the child and supporting them at the classroom door, one to one connection.
435. Thankfully she has had a positive school experience so far. She has good friends but she does miss them if she knows they won't be in like on a half day.
436. Getting outside professional help as felt concerns werent listened to by school despite there been issues over friendships and bullying from junior infants right up until 3rd class when my child was refusing to go to school and was an emotional wreak.I was even told by one teacher that him having no friends was no big deal,it wasnt important.No insight shown at all into the importance of his whole social development.
437. Taking them out of mainstream and moving to a democratic school
438. Engaging with the school to offer movement breaks, clearing uniform issues ahead of time so we have flexibility with it. Open communication in relation to behaviour issues at home that stem before or after school
439. N/A
440. The cycle there
441. Anxiety over tests, social disagreement in the playground. Standard for a ten year old.
442. Reducing the demands at school.
443. Daily contact/messages with the SNA to update or check in
444. Giving her the day off. Fundamentally understanding PDA, meaning no one makes her do anything unless she wants to. movement breaks, SET-time, support with friendships. Being autonomous as much as possible. Having friends in class.
445. Chat with teacher to create a positive experience to encourage a happy experience
446. Allowances, accommodations and support for her neurodiversity and the debilitating anxiety that comes with it.
447. The Principal organised psychological support to help her overcome her anxiety.
448. Usually talking it through and speaking to teacher if necessary

449. Going in later, collecting early, making a plan for me to talk to the school about issues, doing no homework, reducing demands at home
450. In the previous school year our child had a period of increasing school avoidance. Over the period from April to June he missed 7 hours of school, all of which was spent outside the school supporting and helping him until he was ready to go in. We learned towards the end of the year that it was likely due to severe anxiety and burnout. His had teacher not being willing to accept his and our explanation about how his ability to do things did not mean that he always had capacity to do them and that he needed adequate understanding and support to participate in his education in the form of movement breaks (as recommended by his OT). He had been punished for not being able to finish a writing exercise for a significant part of the day at one point and had accommodations such as a wobble cushion removed. Different teacher this year and he's a different boy - enjoying school life and being accepted for who he is and being helped to advocate for his own needs. Also attends nurture breakfast.
451. The child has a positive attitude. Even though they face ostracism based on their needs, they still smile. As a parent, I teach my child at home to make up for what they don't get during school.
452. Yes, due to being isolated because of inadequate provisions due to be opted out of religious instruction
453. reassurance
454. The school is very supportive and have put him in a nurture program.
455. Going early to give them time at the gate
456. Struggling with school avoidance at the minute. Nothing seems to be helping.
457. We moved our child to a new primary school when she wasn't settling in junior infants. She has never looked back. She struggled with being the only child opted out of religion in her class.
458. Movement breaks and realisation that he has a learning difficulty
459. Speaking to teachers
Also creating the same routine each morning and getting up a bit earlier to reduce the rushing about and allowing them to watch some TV before school to help relax them
460. Encouragement, support
461. Seeking Theraphy privately sourced
462. N/A
463. There was nothing
464. Removal of sacremental prep so they actually concentrate on education. We are not catholic.
465. If the teacher listened to their concerns
466. Nothing
467. 100% attendance every year from junior infant to 6th class
468. Reminding them the organised days we may have off
469. N/A

470. When we have talked with the teacher about what they are finding difficult and have asked to reduce that demand for a little while. We appreciate so much understanding and empathy and we have been really lucky this year that our child's teacher has focused on well being and meeting the child where they are along with lots of creative activities. I say this as a parent of 2 but I am referring to my son who is autistic and has in the past struggled and missed a few days, while he is minimally speaking he has clearly said 'no school' thankfully not the case at the moment
471. Having a good relationship with the teachers so I can contact when she is having a bad day.
472. Take a mental health break off school,
473. Teacher knowing there is an issue.
474. Support from the teacher
475. Having a sense of belonging in school community
Supports in school
Friendships with peers
476. Different class, different teacher, different priorities
477. Nothing, trying to find a solution. No help from her school or the HSE/Camhs
478. Going in later than others, flexible around tie wearing, or letting tracksuit be worn, chewing (sweets) going in the door, being allowed read a book indoors at break time (this was huge) reassurance +++, promise to collect them in the car afterwards
479. Keeping a positive attitude towards school.
480. Not going to school made him feel safer
481. Support from the teacher and school support staff
482. Arranging a meeting between the child and their teacher to discuss issues.
483. Ask them why and encourage why they need to go to school
484. We've had a lot of sickness this past year but support from the school has been great
485. Accommodations and understanding with the class teacher.
486. N/A
487. Flexibility, decrease demands outside of school
488. The knowledge that I am a teacher who has to go to school and can't stay at home to mind them or has the time to facilitate any school refusal so they have no other choice.
489. Reaching out to school
490. Informal chat with the teacher, additional support and mentoring at home. The combined support of home and school was invaluable.
491. Better support at school, an understanding and well informed teacher, accommodations and supports tailored to my son's specific needs
492. Fun school activities
493. Walking with them. Discussing the reasons for being anxious about attending and working it through with them.

494. A promise of a favourite movie/show/food after school, drawing a heart on both our hands and telling them to look at it if they feel sad in school, doing a short breathing exercise.
495. Letting them go in a little later at their own pace. When things are really difficult, engagement with the school and sometimes reduced hours have helped.
496. Moving to a reduced schedule
497. Making them go and discussing afterwards that is wasn't as bad as was in their head. Always ask 'what made you laugh today?' to bring up the fun memories.
Offering to get a nice lunch or do something nice after school.
Letting them go in a little bit later (this is last resort)
498. When action plan was put in place to help with bullying but unfortunately it never lasts, so after a week we're back to square one
499. Brilliant bus team in driver and escort .... Essential when special school is 40km away
500. Knows that's it's a requirement to go every day - we talk to see if anything is bothering her but she knows she has to go in
501. If cathilocism was done after school my children would have excellent attendance. The monday after first communiom should also be a welcome day instead it is photos that my children were excluded from so there goes another school day.
502. As a parent recognising she sometimes needs autonomy over if she goes or not, and acceptance of her decision to not go if need be
503. SNA support, flexible approach by school when I allow a day off here and there to recharge. My child is Autistic & finds the school environment very overwhelming. Lots of days missed, as she ist can't cope.
504. Knowing it's not one of the days when the class is focused on religion for much of the day
505. I usually aim to get him out of the house first then worry about him attending school,a walk in the mornings can help him calm down. He is regularly ill in the mornings and distressed about school.
506. After years NEPS involvement
507. Support. Reminding them all friends are at school
508. The teachers have been brilliant
509. Regulation breaks with SNA. Flexible approach by class teacher & principal. Access to sensory area.
510. Giving them something to take to school that offers them reassurance once in there.
511. Talking about it.
512. Not much. Putting less pressure on him and understanding that is it like hell for him every day - The over load of sensory input. The bullying. Being left behind and feeling inadequate over his learning difficulties.

513. Anxiety being the cause of the non-attendance, we had to take a few different steps. We met with the principal and the teachers in school who set up a special process for my child to arrive early and avoid mixing with others before the school start, my child was allowed to go and meet a "special" teacher for a chat if/when she felt extra anxious, we did a lot of discussing and role-playing at home with the child to prepare better to manage the anxiety wave in school. Also, we had to go for a private therapy which also helped a lot. The school non-attendance would come and go in waves and there were periods of months when we had no issues at all.
514. Talk to the school let them know what's going on and discuss how important school is with the child
515. Every day discussions about school education, school friends, but doesn’t work, sometimes anxiety is soo high with meltdowns over 2 hours
516. one child is neurodivergent, had to have him diagnosed privately, then he got supports which made everything better. Too many children in school with no supports while they sit on waiting lists for years; parents and teachers miss signs and don't react quick enough so kids are struggling for years.
517. Knowing teachers well, teachers that are fit to support them
518. A reduced timetable, 1:1 SNA and daily access to resource teacher. My child began to thrive not just survive. The school then moved to reduced these supports and with the knowledge that’s now widely available (Naomi fisher) and my lived experiences and family history I removed her from school. Even with those supports school was slowly draining her. She’s now back to her happy, creative, social self but is left wirhout access to local community and peer groups. On balance she’s better off but I’m angry at the governments ignorance and mantra that attendance equates to attainment. This is NOT true for high functioning ND kids who need way less inputs and can keep up. Force 5 days and you destroy all aspects of their life and them label trauma responses as ND traits . CAHMS refusing to treat ND kids as anxiety is a ND trait is mind blowing. I see through both my kids what untraumatised autism looks like. It’s a happy and highly functioning place that can’t be sustained in school.
519. This is what would make it better - Engagement from staff, a full time teacher as our son is now secluded since January from the class and has only some access to a teacher for minutes during the day.
520. Patience and persistence. Talking about it and changes to the class room eg; moving desks
521. Nothing as yet
522. Nothing
523. The school accepting OT recommendations while Aidan sits on an autism assessment waiting list for 2+ years
524. Encouragement, saying they can call if 'unwell' during the day to be collected
525. Speaking to the teachers and principal helping the child feel a part of the discussion

526. Talking and trying to build on relationships at home and trust
527. after school extra mural activity motivation
528. After school activities that help to keep the week moving along that she enjoys
529. N/A
530. Her SNA is incredible and always steps in when she is having difficulty separating at the school gate. Having an adult who she feels happy and safe with is so important.
531. Conversation with the school and involving my child in the conversation
532. Seeing their friends
533. Constant reassurance
534. Role play, practicing scenarios beforehand
535. Working with the school to ensure better ventilation and easy steps that cnbe taken to minimise infection risk within school settings, in the absence of any government leadership on this.
536. talking to the teacher to see what they can change in the classroom/routine to help the child
537. They never have a hard time. They like going to school. Unless ill.
538. We went through a period of school refusal. My solution was to stop trying to make her go. Tell her she doesn't need to go if she doesn't want to. Give her some time of not going to school and reconnecting with me doing fun activities. Followed by a period of me getting back to my normal routine of tidying and doing boring stuff that she doesn't like. She decided of her own accord to go back and has gone every day that she isn't sick since. She will often say to me she isn't going and I say no problem but how about we just go as far as the gate and see how you feel, she always goes in when she gets to the gate
539. Parents talking to them. Reassuring them
540. Friendships
541. -
542. HEPA filter placed in my children's' classrooms, teachers aware of need for good ventilation
543. Talking to the teacher to try accommodate what is worrying her
544. In school supports with social and emotional regulation.
545. Loop earplugs, something non academic in school to look forward to
546. Speaking to the teacher
547. We have finally been able to access therapies for his dyspraxia and ADHD so the underlying issues are being dealt with.
Also telling his teacher everything that was going on and getting the schools help. The school staff have been brilliant. When he is crying and anxious about going into class he can go straight to the SET who gives him the time and support until he is ready to join he's class. Often only a few minutes is required.
548. Being able to go in late. I allow him time to work through his emotions and when he's ready we'll go in and he's allowed bring his teddy for support

549. Routine is key and not giving in to them and letting them staying at home and teachers helping and encouragement.
550. Knowing that I'll be there to collect him/her and we'll get through the day and be together after school so that I can mind them
551. encouragement and support that things will pass
552. Will tell her, her friends waiting for her
553. They have, understanding that they have to go. It’s not up for negotiation.
554. School to act better towards bullying and enforce zero tolerance which they don't, alot of victim blaming going on
555. Allowing them to stay at home when mass is the main event of the day and bishop/priest/nuns visiting. Sacrament preparation taking up all the teachers time they’re bored
556. Good teacher
557. Rewards for good behavior. Consequences for not getting ready on time e.g shorter time playing outside
558. n/a
559. Fun activities included in the school day
560. Counselling from me. Raising them to be strong independent kids who can voice their concerns. To be able to take little notice of these teachers who are on a power trip
561. Talking to the child quite often to know how he feels and check with him if situation has evolved positively, communicating with teacher and ask for help to resolve the issue. It only works if the problem is external to the teacher, if it comes from the teacher it is more difficult to solve, especially if your child is going to a public school, nobody helps then. I'm referring to the numbers of teachers shouting constantly in classes and having harsh words to their students. They just deny it and the school protects them.
562. Talking how important it is.
563. Being firm going in late if needed
564. Early night
565. Reassure and telling them I would let their teacher know how they were feeling.
566. Less homework
567. Taking some one on one time in the evening after a tough day, a little chill out time
568. talking to them and talking to the teacher
569. Believing your child. Take a break from it for a short while. Spend time with them. Reassurance.
570. Been calm with him , trying to reassure him he will be ok
571. My child love going to school
572. Shorter hours late start
573. Bribery!
574. No, they feel happy to go school
575. Better sleep pattern
576. School environment and strong friendships

577. More understanding of her needs
578. New teacher, friendly welcome from school secretary, grew out of it
579. The school environment is so welcoming in the school my daughter attends. They offer so many nice activities that the children enjoy and the teaching environment is very positive.
580. Friends
581. Friends
582. Giving them coping strategies.
Having a plan
583. Allowing him a day or 2 off a week or collecting him at lunchtime
584. His understanding that he has his part to play in our family. I go to my job, his sister goes to her school, his Daddy goes to work.
585. Making your child feel valuable and encouraging him/her by assuring them that there is brighter future ahead after finishing their school.
586. Everyone goes and has gone to school
587. Support from teacher/SNA
588. Giving them a lunch they enjoy, something out of the ordinary in school like choir, PE, a workshop by an outside facilitator, science experiments, a treat at the end of the week.
589. Teachers listening and understanding and a plan in place with the school when it happens and he also availed of play therapy in school (student and classroom was available) - we were extremely fortunate and grateful for it.
590. Talking
591. Comfort, closeness and conversation to understand and encourage or reinforce positive attitude to school. We are fortunate in our financial position, proximity to school and family stability
592. Good teacher and SNA, good friendly environment
593. Issues with other children
Teachers not handling situations correctly with the right students
Children not receiving entitled movement breaks and being g constantly overlooked for good behaviour
594. Bringing them there, no excuses allowed, unless sick or in emergencies.
595. The reason is bullying. Trying to talk it out and trying to get the school to nip it in the bud, but it's still ongoing
596. Changing the teacher. I think this and problems with friends might be the biggest factor in making children not want to go to school. It was for us. The teacher and head have a huge affect on children wanting to go to school.
597. N/a
598. Compassion, talking, trying to figure out what could make it better
599. Persistence. Parent being strong.
600. Pointing out the positives - seeing friends, playing, art and looking forward to weekends etc
601. The sna in her class
602. Contacting the school to make them aware

603. A good teacher
604. Homeschooling
605. Health improvement
606. Treat, incentive
607. The idea of just giving it a go...getting them in the door
608. Reward charts.
609. N/A
610. Communication with school, teacher understanding
611. Listen to my child's concern, understand their feelings and talk with my child.
612. Teacher dealt with bullying that my child was on the receiving end of. My child kept going to school but found it hard when teacher couldn't manage the room.
613. Our kids understand the importance of going to school and being there everyday to avoid falling behind. It is also setting them up for success when they will start their work experiences.
614. Talking about why
615. .
616. A day off
617. A reward at the end of the school day
618. Maintain a routine and balanced diet to stay fit and energetic
619. Encouragement and support
620. My child attended a play therapist outside of school which helped her alot in regards to her peer groups and feeling included. My child also does not get her prescribed movement breaks she is old enough to know she needs them but is refused which causes upset and sometimes behaviours. She needs to break the day.
621. So far hasn't had an issue
622. teacher meeting me at the door of the class
623. The attendance officer has helped and spoke to teacher about trust issues with the teacher and students
624. Only if sick
625. Friends
626. Giving him a daily countdown until the weekend. The school week, like the work week, is too long, especially for younger children. They are exhausted and cranky by Friday.
627. Coping behaviors
628. Communication with class teacher and principal to get him in the door
629. Change in teacher and getting older
630. Listening to the child. Believing the child. Getting play therapy for the child. Engaging with the school
631. Engagement with classroom teacher
632. Letting him know we have discussed whatever the issue was with his teacher.
633. Teachers knowing about issue and stepping in
634. Engagement

635. Only miss school for ongoing health reasons but this affects their confidence and feeling out of place going back
636. Change of teacher
637. She doesn’t have a hard time going. She loves school.
638. Encouragement, listening, speaking to the teachers etc
639. Talking through any upsets or worries
640. N/a
641. Talking about why and being supportive
642. The school have been fantastic so patient with being late the stressors they are facing, putting breaks in place, one to one supports and play therapist working with them while we wait for supports. Also reminding us we are trying are best and a late day is better than non attending.
643. Still figuring that out
644. His parents
645. Informing the teacher & ensuring the child knows to speak to an adult if any worries
646. Reassurance
647. Talking to their teacher
648. Positive talk regarding education and its importance
649. Sna greets him at the gate and takes him bu the hand so he reals safe leaving mum or Dad
650. Half days
651. Reassuring her. Telling her how many days until the weekend/holidays.
652. No
653. Bargaining with them- if you don't go to school, you can't go to soccer practice.
654. Talking to them
655. Anxiety related, she is autistic and is sometimes overwhelmed at school and it is really hard for her as she masks. We pay a lot for a nanny for after school so she can release at home after school
656. Time talking and letting them know when they have a day or week off, in 3 weeks you will have 2 weeks off etc...
657. Organizing an activity for after school which he will enjoy as a reward for going into school
658. Discussing what is happening and why they are reluctant to go to school with them. We do not take days off uncessearily or for holidays.
659. Tiredness is the main issue
660. Letting them speak in their own time.
Letting them take a break from it if they need it
661. Explain him the importance of going and showing up when he don’t want
662. Movement breaks, sna support
663. It being okay to be a little late or the allowance for a treat or teddy to go with them as an extra treat to ease separation anxiety
664. Positive behaviour plan
665. Talking about what is going on or Rewards (depending on the situation)

666. Explaining every child must go to school
667. Talking about what was wrong and resolving the issue as much as parents can. However if schools don’t stop issues it’s out of the parents control
668. Talking to him about the issue and reassuring him that we will resolve it by talking to his teacher etc
669. It's normally been anxious over a test but I tell them all they can do is try there best and that no one is going to be disappointed in them and this helps calm them down.
670. Input from teacher0
671. Having good friends and a teacher that speaks and understands the children on the childrens level
672. Trying to get him excited about something that may be happening at school
673. Support from teacher and an SNA assigned in her class (not assigned to her but another child)
674. Flexibility, knowing that if they are really struggling I can come and get them. It’s the overwhelm and getting embarrassed in front of their peers
675. Only time my kids worry about school Is the first day back after a long break , like summer or Easter holidays. Especially my 9year old. We just comfort her and give her lots of encouragement I also contact the muinteor so she is made aware that she is feeling a little anxious. The scoil I find always appreciate when you keep an open line of communication.
676. Emailing the teacher to explain how she is feeling
677. Hot lunches. Remind them they have to.
678. My encouragement
679. She only skips school when sick. Otherwise, its not a discussion
680. Communication with school to come up with a plan to help the transition.
681. After school activities to look forward to like swimming or football and hurling on the weekend.
682. Clear direction as parents that it is not optional.
683. She gets lazy on some days..explain to her importance of learning everyday to do well in life. Then she agrees to go.
684. Rewards
685. Play with friends
686. Talking to the teacher finding the solutions and explaining it to the child
687. N/A
688. Thankfully we dont have the issue where my kids dont want to go to school
689. The secretary is an absolutle star !!
690. Having a similar routine each day. Talking to the teacher and co-ordinating how to do handover at the door. Being able to go in late through the front door in a calm way without feeling bad for being late.
691. Discussions with teachers
692. Reassurance
693. Someone else drop or collect them later in week

694. Her teacher being aware that she can be anxious and helping to understand she will have fun & be ok
695. Never had a hard time going to school.
696. I have child in Junior Infants, so far she has 100% attendance (We'll see how it goes for the remaining period). She complains sometimes but we try to explain that sometimes we need to do things that are not our favourite, but they are important and good for us. We explain why, and we also note that mum and daddy have to work and we can hang our and play after school or during the weekend
697. Telling him that if it gets too much he can always call me he isn't trapped. Only once have we had to pick him up
698. N/A
699. If I agree to go to work late so i can walk my child to school.
700. To be honest I just to let up on often had to wait till school was open to bring my child in nd she would be crying but I just had to keep bringing her to make her understand school is important
701. Communication with teachers and parents to ensure we are all on the same page
702. I talk to him and make her understand how important school is.
703. Keeping in contact with the class teacher, making them aware of the issues
704. Suggesting a favourite activity after school
705. NA
706. N/A
707. Talking about it with the child and the school. Thankfully we have had zero issues to date.
708. Very little, actually have some time off actually helps him to ve able to attend
709. Explaining to her what to expect and describing the environment. Change to teacher or any changes can make her anxious
710. NA
711. Love school. Never an issue going
712. Reassurance, being a good listener, being non judgemental
713. Good communication between the pare ts and school on how to improve attendance and dealing with issues which may cause poor attendance
714. Reassure them it's only for a couple of hours a day. Other nice things to follow
715. Promising a day off during the next few weeks. Collect them early from school.
716. Choclate
717. No hard times here
718. Talking it through and trying to resolve any difficulties that arise
719. Focusing on family time and closeness to weekend for more family time
720. Open communication
721. Working on anxiety levels
722. Speaking to teacher

723. To my opinion absence for this reason should not be allowed. School and parents need to take immediate actions to resolve any issues
724. A bribe!
725. His learning/ practicing resilience and staying power.
He hates sitting all day and gets bored easily.
726. Having a private tutor once a week ro help him understand what he's learning
727. Kindness of pupils, staff & teachers
728. comfort, having a slow morning with less pressure or demands. hugs and back rubs. being calm. often this makes us late, but it is far better than screaming and fighting and added pressure to be on time, less stress. unfortunately teachers say they don't understand and will say things like, just get them to school, don't be late etc but they've got to play their part in this too.
729. Trying to help her focus on positive things that are coming up. And also alerting the teacher to her reluctance to go to school.
730. Play Therapy for anxiety, talking to them, building resilience and confidence
731. explaining that every child has to go through school and that we (parents) also had to go to school to learn and get jobs in the future
732. A day off talking about it teacher intervention
733. Not putting pressure and supporting her emotionally
734. Talking to my daughter, make her feel supported.
735. Talking it out and The teachers in the school who help make it better for him.
736. Reminder that it's only for 5 hours a day & it's near the mid term?
737. Arranging and paying someone to take them to and from school
738. Giving him option of shorter day so collecting 20 mins earlier.
739. I tell him it will go quickly, he can meet with his friend, we play something on our way to school that help him feeling better. And also I remind him he has to go because I have to go to work and everyone has their responsibilities in life.
740. Reassurance that it would be ok, would collect early from afterschool.
741. talking and offering to go in and have a chat with his teacher
742. Psychological help
743. Talk to my son about his friends
744. My child suffers from Long Covid and there is a complete lack of support from both the HSE and school regarding this
745. Explaining fun activities they will miss out on, eg PE, Art, etc
746. Us, her parents, kind staff members, friends/peers and her older siblings
747. N/a
748. Encouragement and the child knowing we value education as parents.
749. A kind, understanding teacher
750. *
751. They want to go to school
752. N/a

753. Talking. Teacher relationships. Having friends who understand
754. Reassurance
755. They found it difficult with a teacher last year and it was a struggle some days for them to go in. There were tears and panic attacks. Talking it through and sending an email to the school helped.
The 'handle with care' strategy was very helpful
756. N/a
757. Talking about the issue.
758. Talking
759. Talking about the fun things they do in school, they always like it when they get their, just sometimes wish they could stay home with Mum
760. Maybe allowing the child some free time or a reward in someway when they've had a morning where school was difficult to go
761. Not applicable
762. Visuals....routine
763. Talking to them about it and asking what the reasons are. Offering to contact the teacher to let them know if the child is being upset by something in particular in school
764. Never really had any issues
765. Nothing at this present moment in time will improve the issue
She can manage an hour a day with one to one with a safe trusted
BER needs will never be met in a mainstream classroom
All avenues have been exhausted including a meitheal meeting through tusla
She should never be expected to attend school on a daily full time basis
766. N/a
767. Talking with teacher about the problem and resolving it to help my daughter face a happy day at school
768. distracting them.
769. Implementing support systems in the class
770. A parent being at home
771. Shorter days, good communication between us at home and the school principal, teachers. Principal has given jobs for the later part of the day when it becomes harder to stay in school and its a welcome distration to keep him in school.
772. Talking about it
773. The school having supports in place to help the child settle.
A sensory room
774. Friends, socialisation, inclusivity
775. Trying to talk about it, and also, connecting/supporting him by drawing a small heart on his wrist in the morning, and filling it with love, then during the day if he needs more of mum's love, he presses the heart and I send more love back!
776. none
777. My child doesn`t have a hard time going to school
778. Communication and support of a good teacher
779. Support from SNA and class teacher. Home School Liaison support is also an important link between home and school.

780. Compassionate teaching staff
781. Talks...
782. That will see friends and spend time with them
783. Reassurance and compromise. We take a different route walking in and ask for an SNA to meet us at the door. They are able to get him in the door and do an activity for 10mins that really settles him
784. Private counselling
785. Validate her feelings but be clear that as the adult I will decide when she needs to stay at home
786. Nothing.
They have felt extremely upset at the massive exclusion they felt during religion, sacramental preparation, the fact that sacraments were made during the school day, the days after with the school party, and the day of the school photo, the religious retreat again during school day. So much so that they did not want to go to school. There were the church visits, the clergy school visits, etc.
Having to gave their hair tied up created a lot of upset where they didn't want to get out of the car,
Then the uniforms and the fact that they hated them.
The days when they were told off in front of the class, for being late or for wearing a fleece because they got cold, also resulted in them not wanting to go to school the next day.
787. Talking through it with them and trying to persuade it's going to improve based on personal experience
788. Talking to them about their issue
789. Being there to collect them afterwards or having dinner ready for them.
790. Teacher has helped
791. Find the issue and resolving through direct discussion. Using a solution based approach as opposed to a blame approach which is bottlenecks a lot of child development
792. Talking with child and hearing what your child say, trying to resolve any issues with child, teacher etc.
793. It was when she felt unsafe due to bullying and lack of trust in teachers so we moved schools.
794. N/a
795. Taking about it, encouraging them about the importance of attendance. If a bigger issue, speaking to the school
796. He ask want he wants and try to come up with a plan
797. Communication between class teacher and sna teacher with parents.. making school and homework easier
798. Being welcomed by a friendly member of staff who engages with the child at the gates as opposed to ignoring them as they walk through the gates
799. Sharing lifts. Sometimes due to work it is hard to organise lifts and pick ups
800. Supportive teacher

801. Explained to my child in a simple way about the importance of education.
802. Talking
803. N/A
804. At the start of the school year my son was bullied but he went to school every day and the school fixed the issue
805. N/A
806. Nice surprise at home after school.
807. Having a routine, separate learning space and advocating for neuroaffirming approaches to support him.
808. Talking with him and suggesting solutions and asking how can we/teachers help.
809. Telling him he can get a teacher to ring me to collect him if needs be
810. Discuss with teacher
811. Talking to the child - sharing the problem
812. After school activities in the school they see these as fun within the school and makes the day start good knowing he has something fun to look forward to
813. A sit down discussion with my child which has left us late for school & on one occasion a teacher approached me giving me who's 30 years of age into trouble for being on the school grounds at 9.30am she was 10 minutes late this left me very upset and I actually cried the journey home.
814. Encouragement
815. NA
816. Meeting with reacher and principal. Building teacher/ parent relationship
817. Better sleep and incentives for after school activity
818. Assurance that it takes time to adjust into a new routine and environment. And knowing she's loved by their family and friends.
819. Usually are health issues so I keep them at home until they are feeling better
820. No hard time. Only reason is unwell
821. Encouragement, understanding, empathy
822. Collecting them early
823. Routine and consistency. Her absences are due to health related apts in Crumlin etc
824. Telling the teacher. Giving child a toy or pebble or love note.
825. My child is unable to attend school as the waiting times for asd assessments where so long she had to remain in an school environment not suitable for her needs which resulted her having a complete burnout at Christmas unable to leave her room. She is traumatised from her school experience,and from her parents who were told from professionals to "get her in no matter what", my child felt terrified and constantly in flight or fight mode and we as her parents doing as we were told kept inflicting this on our child, she and we feel she is unable to attend school until she receives the right supports and services to equip her with the coping skills needed to attend school

826. N/A my kids love school
827. Communicate with the children and also with the teachers.
828. Drawing a heart on our hands and showing how we are always connected by our love and to touch the heart to feel the love I will send along our ‘invisible string’; pausing and proving empathy and validation and not forcing it in the moment, allowing my daughter to regulate and then feel more in control so she can ‘decide’ she is ready to go in
829. N/a
830. Listening to their worries & Giving them coping techniques such as breathing techniques
831. The promise that I will pick them up if they don't feel better when they're at school.
Talking to school to try and resolve issues.
Changing schools altogether because of bullying behaviour that has not been addressed adequately in school
832. Support plan put into place
833. Moving school
834. Fortunately this hasn't been an issue for us.
835. They enjoy going to school and look forward to meeting their friends so we just mention this.
836. Talk about problems and try to find 50/50 win
837. Zero tolerance approach to bullying behaviour
838. Guidance counsellor
839. I speak to the parents of their friends to ask them to look out for my child
840. Unfortunately nothing has worked. He won't listen to anyone
841. Not going to school
842. Speaking with them about the opportunities school offers and alternative of home schooling
843. We have been extremely lucky in that our son absolutely loves school Never an issue going in
844. Quality time with a parent to ease anxiety
845. That’s PE day
846. Come to a compromise. Small bit later going to school
847. Liasing with the school and teacher.. they can only help if they know.
848. Taking a break from school.
849. No
850. Nothing
851. Reward for going
852. Relaxed environment , no stress , sna support
853. talking to the school /teacher
854. Active fun learning
855. N/A
856. For teachers to have More understanding about the children and dont to take out personal problems out on the children,as iv seen my daughter come out of school if teacher is having a bad day a certain child would be giving out to

857. Listening to them without interruption then talk when they were ready otherwise we break there flow of thought and possibly directed accidentally in wrong direction
858. N/A
859. If a child has had a hard time going to school, several strategies can help make it better. Here are some common and effective approaches:
Open communication – Talking regularly with the child to understand their feelings and concerns without judgment.
Support from school staff – Involving teachers, counselors, or a trusted adult at school to provide support and create a safe environment.
Addressing bullying or safety concerns – Ensuring the school takes action if bullying or feeling unsafe is an issue.
Creating routines – Establishing consistent morning and evening routines to reduce stress and improve predictability.
Mental health support – Providing access to a counselor, therapist, or mental health resources if anxiety or emotional difficulties are involved.
Academic support – Offering tutoring or extra help if the child is struggling with schoolwork.
Gradual reintegration – If a child has been absent, gradually increasing their time at school can ease the transition.
Positive reinforcement – Praising small successes and using incentives to encourage attendance.
Peer connections – Encouraging friendships or social activities to help them feel more connected.
Parental involvement – Showing interest in the school day and maintaining a positive attitude toward education.
860. A school that has empathy
861. Distraction, obstacle course to get to the car in the early years, positivity.
862. Her friends
863. Knowing he won't be bullied.
864. Teachers support
865. Special Education Teacher support
866. Flexible start time
School reinforcing the need to go
Zero pressure being applied to get up and go
867. Communicating with the school
868. SNA s telling child tell your parents when you get homechow you feel and all about your day
869. Talking to them and communicating with class teacher so they are aware of any issue, and can chat with them if needed. Knowing you are on their side when times are tough
870. Listening to their concerns and not belittling what they say, providing an alternative when I can when the class are going to Mass
871. She had difficulty starting baby infants. Sending her on the school run with neighbours kids and having her paired with a buddy from sixth class helped tremendously.

872. Changing schools
873. My child loves school
874. A day at home,sleeping, a lot of talking but mostly listening to what going on
875. Going in 5 minutes after the line, having quiet time before class starts
876. Communication between parents and school to make a plan so my child would be more comfortable
877. A diagnosis and an SNA. Regular movement breaks, access to room with OT equipment , brain gym and an understanding that they're a kid who finds the academic stuff easy and the non-academic stuff really, really hard. They need plenty of the teachers and SNAs time and attention but not for the traditional three 'R's' stuff. As they get into higher classes, the opportunities for movement and play fall off sharply. The expectation to sit still , focus on stuff they have no interest in and emotional regulate themselves get higher and the anxieties go off the scale.
While diagnosis has helped my youngest get over the threshold to primary where they had been having full on violent meltdowns for pre-school. My eldest who tends to internalise their anxieties and distress and hasn't a diagnosis ; will every week, if not every day, complain of tummy aches, headaches, sore throats. They will at times cough to the point of vomiting. We go through peaks and troughs but all this has been pretty common theme in our house since 2020 . Eldest was in senior infants in 2020.
I had initially laid all the blame at the door of post pandemic anxiety and atypical neurotypes but every time I try and query the eldest about what's difficult about school I'm told it's boring and they're expected to sit still all day. I think the lack of free play and movement built into the curriculum after 1st class is a major factor for kids like mine.
They both are burdened with very busy, intelligent minds. Have no interest in what they have no interest in. We've paid for counselling. I no longer work, took parental leave before pandemic and then it became really evident that there was no way I could 'work' from home doing anything but parenting.
Before I became a parent I was appalled at that idea of taking kids out of school for holidays. The reality is that kids can't thrive and learn if they are climbing the walls with anxiety. My kids would be better at masking if they hadn't spent some of their very early years in a pandemic where a lot of the demands and expectations of the outside world fell away. We are likely a family of four that , if funds allowed, would all receive a diagnosis of some sort that would go a long way to explain our struggles and how the wheels (and mask) completely came off during the pandemic. We can't go to busy , hot places and came home relaxed and restored. We still deserve to be able to enjoy a holiday so try to go when there's a couple of bank holidays or a week off in June and take some extra days that aren't included in the school holiday calendar. I want my kids to know how to look after themselves, and for them, minding their mental health is always going to be a more delicate , harder job of work than for most.

I'm trying to teach my kids to look after themselves, while simultaneously and belated trying to learn how to do that for myself. Disassociation is not a healthy coping mechanism. Sick days are important . For individuals and for society, to protect ourselves and others. Post pandemic we're threading the fine line of listening to our kids , acknowledging their struggles but still expecting them to go to school while feeling sick. I've often gaslit them about symptoms and berated them for their behaviour, to later kick myself when their symptoms included a 39 degree temperature and I had sent them to school. I've also often let them stay off, or even picked them up early, only to have them singing and dancing around the house 15 minutes later.
The statistics around school attendance are dropping the clues but they're not telling you the story. Families being burnt out by stress and anxiety, housing crisis, cost of living crisis, childcare costs, parents up the walls but not able to find or afford the help they need.
878. Making sure they are heard. Clear parenting boundaries and expectations. Calm ability to not over react and feed into concerns
879. Nothing
880. Leaving early
881. Teacher involvement. One good friend.
882. Chatting about why they dont want to go. Listening and supporting them.
883. Leaving school to home school
884. teachers attitude and connection with students. focusing less on homework and more on building connection, understanding, learning through fun.
885. Support from teachers
886. Talking and keeping them calm in the morning. Don't back down, you got to leave them at school.
887. Something to look forward to at school eg. Afterschool activity in school
888. Staff support
889. Listening to my child
Providing reasons why it is important to attend school
Teaching them that it is not choice, it is a must
890. Telling him he will see his teacher and friends
891. Talk it through 1to1. Allow them explain. Listen. Don't judge. Validate their feelings. Support them and assure them you will help. Both my girls suffer tummy pains with worry about going to school in first few weeks in sept. We push through. They barely miss school. We promote good work ethic in our house. Parents don't miss work for no reason so kids are the same. It's role modelling. Privileged I know to have the educational backgrounds and emotional intelligence. Also respect for teachers and open to linking in with them.
892. If the child is brought to school by a parent, to tell the teacher the child is having a difficult time. our kids would normally take the bus.
893. Giving them a day off

894. It is usually just tiredness. Remind them about seeing friends, thankfully they have many
895. Listening to their reason, believing them, and trying to come up with a solution. We had a tough time with bullying for a while and even though we tried to address it through the school they didn't believe my daughter and didn't help. That caused major upset and anxiety. The bully went on to bully all the girls in the class and finally the school did something. This is a major issue for school absence. Having and problem and not being believed or helped
896. Low demand mornings. Early pick ups. Rewards.
897. They have 100% attendance
898. When the school finally addressed the issue
899. Try get to the problem an talk bout it
900. Talk to them to try solve the problem, explain if it is to do with bullying that bullies are jealous of you and what you have so "kill em with kindness" it has helped my daughter,
901. She sometimes gets anxious but we talk it through to reassure her that everything will be ok.
My younger daughter gets nervous / scared so she needs cuddles at the gate & reassurance combined with distraction
902. Reassuring them that they will have fun with their friends and teacher and that the time in school is short
903. Letting them stay at home for the day and going in to speak to the principal yet again about their poor attitude towards ND chikdren
904. Allowing them to voice their wishes and respecting them.
905. Therapy - CBT. She is neurodivergent and wasn't getting the correct supports within school.
906. Get clean air. Stop kids being sick all the time. Teachers are missing school and people have long covid. Why in God's name is there denial? Teachers are leaving the profession and there is no continuity, no credibility to a level 3 bio hazard, no acceptance that it plays havoc with health with every infection? How in God's name do you not understand or accept this? It is disgusting to be putting children's lives at risk.
907. N/A
908. Nothing
909. The school has a dog and movement breaks were helpful. Getting a child psychologist was the best help
910. Great teachers
911. Pulling them out and finding a school that accepts them for who they are, listens to them and treats them with dignity. Some schools need a total overhaul in understanding, acceptance and training for teaching each neurodivergant child on an individual level, not a one size fits all manner.
912. Telling them about the activities that school provides, opportunity to meet their friends there and explaining that parents needs to work and it’s the kids duties attend to school.

913. Sport and finding their tribe
914. Routine
915. Support and listening and a reset
916. Teacher connect with child upon drop off
917. Taking the morning slow and listening
918. Reaching out to his teacher to let him know hes having bad day he checks in and reassures him
919. My encouragement. Schools have not got resources as they prioritise non English speaking children. I lost my sons SET for this reason.
920. N/A
921. Talking through their concerns
922. One day off
923. Talking to the teacher to help resolve the problem.
924. A promise that she won't have same teacher ever again!
925. Creating a calm environment on the morning of school and getting there on time
926. Support from teacher
927. The reassurance that we could collect them early if they really needed it
928. Sending something from home in their pocket or bag to rub if they miss me
929. Talking to teachers and friends of theirs
930. Rewards
931. Explaining when the next break is or if there is activities in school
932. Talking through it
933. They are bored in school so we take days off to go to museums, travel, do projects at home...
934. Not sure
935. Speaking to my son about his concerns , I also spoke to the class teacher about my concerns
936. counting down how many days are left on calender
937. Support from school and parents. But mostly my kids have missed school because of illness
938. speaking to the teacher
939. Bribery
940. The fantastic teachers in their school
941. To explain how Importannea school is for ther future. To explain the benefits of going to school. To show them the responsibility we as parents have to go to work, their responsibility is to go to school
942. N/A
943. Support from teachers
944. Knowing he doesn't have a choice in it is the biggest factor. Everything else can be managed after that.
945. Coaching them through their concerns
946. Bribes.
947. Reassuring him he meet his friends etc
948. Avoiding the classes the bullies are in, but this has a bad impact on my child's educational progress

949. Listening to the child's concerns letting them know there heard and than talking to the teachers etc about your concerns and that they are approachable. Iv also found it helpful if the child comes in with me to a meeting with the teacher so that they feel heard about there concerns and they feel safe to open up while the parent is there.
950. My child loves going into school.
951. Teachers understanding/compassion & accommodating her needs as much as possible.
952. Speaking with your child on a regular basis and reassuring them. Also if parents are finding that their child doesn’t want to go to school on a regular basis engage with the school as the school is always there to help parents and students
953. N/A
954. Encouraging him by showing how important is education
955. Something to look forward to in school
956. Focusing on all the positives at school, giving them strategies for dealing with friendship/peer issue, making sure they don't feel any pressure to perform from our perspective as parents, having a good relationship with the teacher and quietly speaking to the teacher about any concerns so that the teacher can then be aware of the child's difficulties and preempt or support in difficult situations.
957. Yes, with the time change, the solution is to sleep too early
958. Understanding and supporting anxiety around separation.
959. Communication with the class teacher, making them aware of the issues and the child havinf support from them. My child’s teachers have always been amazing. I think it gives them comfort knowing the teacher is in the loop and that they can confide in them and that the teacher has the whole picture of the child well being both inside and outside of school.
960. Patience and understanding
961. No problem going to school
962. Speaking to a teacher
963. Encouraging school environment.
964. NA
965. The teachers reassurance and coming out to get her when she was younger
966. Talking about it and making a phone call to the school to discuss
967. Promising a treat after school
968. Getting to the root of the problem and dealing with it straight away
969. Informed teaching and communication
970. Nothing at all
971. School encouragement where they get a prize for not missing any days
972. Talking and bribes
973. Encouraging them and one of my kids will go because of her SNA
974. Looking at our calendar and discussing the week. Talking about friends and learning. He likes to know the layout of each day and week.
975. My children only miss school if they are ill
976. Noise background find stress into class

977. No problem
978. my child has been very sick since January. he has tried his best to attend as much as possible. the issue is the hospital not being more proactive in helping my child. I've had to push for everything. perhaps put your focus there.
979. When my older child felt bullied and left on a side from other students, it really helped when I talked to her, also, teacher at the time was really kind and supportive.
980. Bribery
981. There was bullying but speaking to the principal & teacher & one of the parents addressed it very well
982. Days when there is sports or some fun activities
983. We talekd to her about that is very important to learn. Cos what she learns and become one eoth that no one ever can take it away from her.
984. She always loves school.
985. Don't have that issue .
986. A great teacher helping support the child, feeling safe at home and family support.
987. Being able to reach out to the secretary/teacher principal if there was any issues
988. More regular movement breaks. More one to one support
989. Encouragement
990. N/A
991. Not applicable
992. Talking to teachers
993. We talk to him about the importance of going.
994. N/A
995. Teacher support
996. That if she can't cope/doesn't feel better, I will come and get her if she needs me to.
997. Talking and reassuring them
998. Letting my kids know they can speak to me about anything
999. Friendships. Empathic teachers. Adequate learning supports
1000. He asked for extra work at school,that wouldn't feel bored
1001. n/a
1002. Support from Class teacher and SnA
1003. An understanding teacher
1004. Telling them they have to go and it’s not up for discussion.
1005. Report issue, get school help to solve an issues. It is hard to get to school as roads are not safe, no help to get to school, children left alone in front of the school, big traffic.
1006. They have always known that school was not optional and never really question having to go to school. They go to school like we go to work and we always enjoy our weekends
1007. A bribe
1008. Communication with my child and teacher
1009. Counting down the days to school holidays

1010. Intervention of school help was too late and so my daughter has not returned.
1011. My daughter has additional needs she is in a unit with a smaller class's Predictability routine
1012. Removing demands while in school
1013. I have one now fully homeschooled - nothing helped him. My child in school is choosing to be there but not necessarily happy, but nothing the school is doing is helping. All that gets her in the door is meeting her friends. That's it.
1014. If he doesn't feel well in the morning, I always make sure he has his breakfast and has time to play, either read , draw or play with his brother. He always feels better after these.
1015. Comunication
1016. N/A
1017. none
1018. Just talking about it
1019. We talk about how yesterday was a tough day but remember all the days that were good before yesterday and the likelihood of them being good again
1020. Keeva anti bullying program
1021. The promise of a treat after school or at the weekend
1022. N/a
1023. EBSR is real. He is autistic and not in autism class as he should be and school say they do not get resources to support him for more than an hour a day. It is NOT our choice.
1024. When we know that the therapy dog Molly will be in the school. If we know their teacher is going to be absent they are less interested or excited to go to school with the change.
1025. He never got the opportunity this academic year despite being enrolled.
1026. Talking it out
1027. No option but to go to school. Plan day to what to expect when finish school that day.
1028. Sometimes we all just need a break
If my child expresses that she is overly tired and exhausted and feels a need for a break from school for the day I will allow this. I will try to spend time with her that day alone without her siblings
1029. No
1030. My children love their school.
My son has special needs (autism) and he dislikes the autism class teacher as she is too regimented, but he loves going to school in his mainstream class where his teacher is kind and accommodating to him.
1031. Fun learning activities
1032. Knowing that the teacher is aware of any issues and supporting them
1033. Maintaining health
1034. Attending jigsaw
1035. N/A

1036. Doing sports and PE at school is the one thing that makes him go .
1037. Talking about the reason
1038. attitude of the school together with the parents to solve the problem
1039. Getting rid of useless subjects and teaching more things that are useful I life
1040. Reassurance and will try to make her understand the importance of going to school.
1041. Break down the day, offer support, highlight the positives, be available during the day if needed.
1042. Teachers understanding and support
1043. Better sleep pattern, more time getting ready for school and waking up properly before having to run out the door and rush to school
1044. Drawing matching hearts on our wrists and pressing them when we feel we need it. Reassurance and talking it out.
1045. Speaking to the teacher, addressing friendship amd learning difficulties (Dyslexia)
1046. Reassuring them that they'll have a great time with their friends
1047. They are told they have to go to school. Authotative language.
1048. Speaking to the teacher to address the child's concern.
1049. Very good at going to school, usually only absent if sick
1050. Talking about jt with them
1051. Talking about it & reassuring.
1052. N/A
1053. School support
1054. My child was bullied before at school, but what helped was that I listened, then we chatted about it. Made my child feel safe and help them understand that they needed to highlight the bullying. Until we do, the bullying wouldn't have stopped. We approach school together and highlighted the issue to the principal. Unfortunately it didn't stop the other bully from the sly remarks etc but my child felt better it was out in the open.
1055. Health issues within the school as our son has picked up Health issues from school.
1056. I explain I have to go to work, he has to go to school and so does his sisters. For now this works but he is only in Junior Infants and already struggling with literacy with no help available for his age so is embarrassed
1057. Taking time to sit down and talk things through
1058. Liaising with school if relationship challenges
1059. feeling listened too
1060. Friendly approach by the teachers and the school
1061. Engaging with the teacher, explaining how child feels. Working as a team to solve the problem.
1062. Nothing really
1063. The teachers and snas and being greeted by the principal and staff and the school gates
1064. Understanding and encouragement from staff

1065. I got healings to help him with the anxiety, he had anxiety because the teacher shouts.
1066. Reassurance amd family support
1067. N/a
1068. Consistency
1069. Class support
1070. School teacher meeting, making a plan and then following through with it. All staff were incredibly helpful as our little one went through a little separation bump.
1071. Never a problem going to school
1072. Not giving in. Staying home is not an option
1073. By finding out what the issue may be . And trying to resolve that issue whether its at home or within the school
1074. Talking, discussing it with the teacher
1075. Doesn't have a hard time.
1076. I've had to attend school with my child for the full school day for months at a time just so they can be in the building. All my children have additional needs and yet all of their seven diagnoses have been via private assessment and none have had any therapy. We managed to get NEPs involvement for one child and the psychologist was combative and inappropriate, even calling the small child manipulative having not even met them, and just adding further to the stress on both child and parents.
1077. My child understands the importance of going to school. I always have something planned after so many weeks so there is something to look forward to.
1078. A good teacher.
1079. Never happens
1080. By explaining how important is going school
1081. They are told that I have to go to work and they have to go to school. Not going to school is not an option.
1082. Talking on what the issue is and coming up with a solution on how to handle same
1083. My child has no difficulty to go to school but he doesn't like Afterschool because of lack of variety of activities
1084. Explaining again how important is to develop + checking school calendar
1085. Assuring them that their teacher will let me know if I need to be contacted and that I am always available.
1086. Consistency.
1087. Routine, good sleep, good communication
1088. Prompt intervention by the class teacher and SNA
1089. N/A
1090. Learning how to support her to regulate in the morning like using nature letting her stand in the rain, show her the plants, distraction by the SnA always helps a lot.
1091. Reassurance

1092. Discussing the issues and reassuring them that no matter what happens in school we are there for them at home which is always a safe place
1093. Talking to her
1094. Met with teacher and came up with a plan between us to help him cope better
1095. Speaking with my chikd his teacher and school principal
1096. A hug with some conversation
1097. A day of rest and reset.
1098. My son missed most of 5th class he was in 9 days in total due to anxiety. We tried a lot of strategies. We got a private psychologist, the only thing that worked for him was seeing psychologist in camhs. The support from school completion was a god send. They really helped my son. He is in 6th class now doing well his teacher is excellent. She has being a great support to him.
1099. N/a
1100. Bribing them
1101. Reassurance
1102. No hard time going to school, there are times where we see more value in spending time with family who do no live in Ireland.
1103. Bring open and encouraging talking about things that may cause worry to the child
1104. Finding what is the reason behind not going school andtry to sort
1105. School refusal is non negotiable unless sick
1106. Speaking to the teacher about the issues and allowing the odd day off or half day if needed.
1107. My daughter is anxious and recent diagnosis of dyslexia. She frequently does not want to attend school because she finds reading extremely difficult. She is in 1st class and supports are not great. Be g told she is has to do ‘tests’ (Drumcondra assessments) create high levels of anxiety. Enhanced communication a d supports would make attendance easier
1108. Getting diagnoses and essential accommodations and support eg laptop, SET, accepting attitude from teachers (ie child finds it hard and needs help vs bold child)
1109. N/a
1110. The family liasion teacher has been amazing
1111. Good sen support, good communication with school.
1112. Not giving a choice unless unwell.
1113. To see friends
1114. Talking about issues
1115. They notice that other children who miss a lot of days fall behind, making school harder.
1116. My child sometimes complains about having to go to school but since we are both working there full time is no option of getting a day off school.

1117. Try to motivate and inspire by using figures around the community and importance of playing a role in the development of the world
1118. Thankfully she enjoys school-
1119. Chatting with the school principal/teacher
1120. Communication
1121. Telling him the positive things about school
1122. A cuddle and a chat about the importance of going to school
1123. Knowing their friends and teachers are there to help them along the way
1124. Talking her through how to handle a potential uncomfortable social situation. Lots of pep talks
1125. Communication, reflection time, "what can we do to help you combat this problem, ask them for advice on how best to approach this worry
1126. Speaking directly with class teacher on issues
1127. Talking to them openly & honestly about why they do not want to go and coming up with a collective solution
1128. Feeling better only misses when sick or for medical appointments
1129. Listening, compromise and taking the pressure off.
1130. More supports in school, breaks from the classroom, movement and the odd day off for a Mental Health Day.
1131. Talking it through with them. Contacting the teacher or principal , they are very open to helping
1132. Talking to teachers. Works in new school. Didn't work in old school so would depend on the teacher.
1133. Not giving him the option of not going.
Parents go to work, children go to school.
1134. Speaking to the teachers
1135. Talk about the reason they may not want to go. Usually talk helps.
1136. meeting friends
1137. Sitting with friends, chatting to teacher, teachers using their relationship
1138. The child always prefers to go to school
1139. N/A
1140. Constant reassurance that the exclusion she is subjected to is because of Catholic ignorance
1141. N/a
1142. Hiring a tutor to support at home.
1143. Friends and sport.
1144. Encouraging the child that school is just for few hours and that they need to have fun there and not miss parents while there
1145. Conversation with my child. Trying to find out why he doesn't want to go to school.
1146. Yes, nothing
1147. Every day talking and explaining them how important is attended to school

1148. They are made go to school unless there is a genuine reason not to, but also I think they realise that the alterative i.e staying at home, isn't much fun when no siblings or friends around to play with, when parents are working etc, they realise it's not as good as it may seem to miss school
1149. Reassurance, understanding, love and support
1150. Talking
1151. Talking to Principal or staff
1152. The teachers understanding
1153. Make him understand the importance of study
1154. Chatting to them, listening to what they have to say and reassuring them.
1155. Reminding them that we have to go to school to learn and meet friends and their teacher and play and have fun
1156. SNA access but environment huge challenge
1157. Counselling
1158. Listening to them, talking to the teacher about support
1159. An Sna willing to take the time and make him feel safe and cared for.
1160. No
1161. Little break
1162. Telling teacher about the issues
1163. rest
1164. Talking to them the importance of associations
1165. telling them just to get on with it.
1166. Offering to pick them up early if the day is bad (it generally isn't)
1167. Bus coming on time
1168. Reassurance. Working/communicating with school about any issues. Chatting with the child about any issues.
1169. Lesson with the school, changes to his environment and learning. He is special needs
1170. No tv in the morning. My son always cried when he had to go to playschool because he wanted to keep watching tv. As soon as we introduced a no tv in the morning rule he started going to school with no problems.
1171. The school always keeps us informed so we can talk about it with our child. Sometimes the teacher will write a social story and turn it into a learning opportunity for my child
1172. Discussing the difficulty with one of us (parents) and find ways on how to overcome the challenge.
1173. Being consistent. My child went through a phase of not wanting to go in. But I persisted and told him, it’s not a choice. We all have to go. I knew there was no issues in the school. He just loved being at home more.
1174. Never happened thankfully.
1175. Remind him the future holiday ,counting days until the break.
1176. Never had this issue, my daughter understand the importance of school and if she misses a day, she doesn't get to go out and play with her friends

1177. NA
1178. Going into The school and standing my ground getting shit done .bulling is a joke kids or teacher shouldn't think they can say and do. What they want. Think teacher need to. Be trained for all. Kids needs
1179. Letting the SNA helper in the class of her worries
1180. A talk
1181. Friends at school
1182. routine
1183. N/a my child enjoys going to school
1184. Communicating with teacher
1185. Feelings of belonging and making friends. Social skills basically.
1186. Special events in school (pizza parties, pe, football, speakers)
1187. Staff, friends, encouragement
1188. Finding the root cause
1189. Being regulated, support with executive functioning, feeling safe
1190. I let him talk out his feelings and usually it’s a situation I can relate to from my own child hood. We very rarely have issues about school
1191. Nothing
1192. .
1193. Talking about it and acting on it.
1194. Consistency in going to school and listening to my child.
1195. Moving to a more challenging environment; moving to a less noisy environment; finding new friends in school.
1196. Open communication with the school. Addressing the teachers behaviour when a issue arises
1197. The school to be equipped better to understand her needs .. nothing has made it better as it didn’t happen.. none of them supports in question 8 are the answer .. understanding of school environment should be in there
1198. No
1199. Talking to ger about the is having with other students ans supporting her. Speaking with the school about the children that are bullying
1200. We are moving my 3 children to an ASD class
1201. Luckily my kids love school so it’s rarely an issue. One finds it a little difficult if they have been out sick for a few days
1202. Giving them time off to work through burn out
1203. He gets separation anixity I would draw a heart on his hand and if he feels anxious he can rub it and I also do a heart on my hand he's in 2nd class
1204. Allowing them autonomy and respecting their choice not to go to school until they feel able for it
1205. Being not tired
1206. It's only half the day for her as she always has a change of scene at afterschool and a different set of friends to meet there. If she's not feeling well I tell her school is non negotiable but that she can skip afterschool if she turns out to be very sick. Usually it passes and she is fine for the day.
1207. Her friends in school. Distraction

1208. Open communication with the teacher. Parent supporting child at home. Child knows that they can talk to parent and teacher.
1209. He went in a few times, wanted to be with his friends but then teachers had poor understanding and made it difficult
1210. Thankfully we are ok only in 1st class
1211. Explanation why she need go to school
1212. Talking to them about why they don’t want to go and reassuring them with their concerns
1213. Understanding from the classroom teacher/principal.
1214. Social, trying to make friends
1215. N/a
1216. His teachers
1217. Conversations with them and talking with there teacher
1218. I do not put any pressure on them to attend. If they don't want to then I know it's for a good reason, and they usually actually want to go then.
1219. Talking with them
1220. Being supportive and listening to their frustrations and helping them navigate healthy ways to over come any hard times they are faced with. Liaising with teachers and other parents
1221. My younger son had a difficult time and the route cause has turned out to be he is bored and we have implemented more challenging curriculum that is helping.
1222. consistency, good teacher support, friends
1223. Encouragement and rewards
1224. Thankfully na
1225. Reassurance that they a re safe and can talk To teacher
1226. Not fighting with him to go, he had to join an ASD class for extra assistance and time to regulate. Good support with home school liason and principal. Believing the child and working with them instead of against them.
1227. Talk to find problem, goal set, involve school and reward
1228. speak with her
1229. Speaking to my child
1230. Reassuring him that everything will be alright
1231. Talking through the difficulties they are having and engaging with the teacher to help eleviate same
1232. One on one time with parent and/or knowing that there will be a support person in school
1233. Structured fun activity for after school that they will Enjoy
1234. Regulation, shortened days, lower demands, nurture sessions, trusted adult at the door to greet, soft start in school.
1235. that we have no choice but to send for fear of backlash or jail
1236. Moved school. Nicer environment. Accepted. Feels he belongs. Has made friends. Given opportunities to shine and show his talents. Is thriving. Anxiety almost gone.
1237. N/a
1238. Telling him his friends are waiting for him always works.

1239. Friends
1240. Not Applicable
1241. Lots of outdoor play
1242. The day learning and school eork is too long a day..Sge hates going every single day to the same thing especially after the 1st class...
1243. Children love school. They look forward to it, especially after holidays
1244. I don't agree with these surveys, all biased and government interference.
1245. Her teacher's and SNA'S make it better
1246. Saying that we all have bad days and even parents sometimes don't want to go to work. Every day at school brings something good and exciting, like break time, PE, art or music lessons. After school child will be back home and we will discuss what went well and what went not so well and that no matter what happened we will always support and protect our child.
1247. Walking them In to teachetv
1248. Talking about it
1249. Talking and reassuring them it is ok not to worry to talk to teacher and I am only a phone call away if needed
1250. Talking
1251. I think for a child having friends in school and having a teacher they look up to and respect and that makes school fun and enjoyable for them makes all the difference for a child wanting or not wanting to go to school. If they didn't have that probably having to promise them treats at the weekend. Someone to talk to to discuss why they don't want to go is important. For any child being bullied, I have heard some schools don't deal with bullying well and ignore it. I haven't experienced this myself with our school though. I think someone to talk to for a child re mental health is a good idea where issues like bullying, loneliness, bereavements could be discussed where they might not discuss them at home.
1252. Strategising on how to avoid the bullying and discussing good things that will happen after school.
1253. Connecting with the school or encouraging them in a calm voice of the benefits when they are planning their future
1254. Support, giving time and understanding. Encouragement
1255. Destressing at home as the principal is a bully towards them and us as parents. Unfortunately another family of a special needs child has the same issues with her so it’s not an isolated case.
1256. If they don’t go to school they don’t get to do their extra curricular activities
1257. No issues
1258. Speaking to the teacher and principal and understanding why he didn't want to go to school
1259. Not much. Possibly spending a little more time at the door with her.
1260. The count down to the end of the year and the promises of a new teacher mixed with planned absents when it's getting very bad
1261. My child loves going to school so far
1262. Discussed the issues as a family

1263. Having a chat and telling them things they have to look forward to.
1264. A support plan for his understanding in class work, my son felt school was difficult and made him feel left out and embarrassed but when we had a support plan for the work he can do he felt more comfortable to come in school.
1265. For the question, do you and your child have disagreements about going to school? There is only one option and it says sometimes and it will not let me go further without hitting sometimes so that is crazy
1266. My children always skip into school in yhr morning but question 6 was mandatory so I had to select there were no other options to select for me to proceed
1267. Kindness and patience. Involvement with other students.
1268. Discussions with teachers re child's concerns
1269. Nothing still a struggle
1270. Not an issue
1271. Sometimes she brings in her favourite soft toy
1272. Speaking to the teacher
1273. Going in with them and getting them settled
1274. Promising something fun afterwards.
1275. Absolutely nothing at the moment. Last school traumatised him as they ignored his needs, and now his new school have been real supportive but the trauma is still there. And no supports from any services at all.
1276. Set routine
1277. Explaining how important school is and that they will miss their friends
1278. Letting them know that all children feel like this sometimes
1279. Talking to the teacher re the child's concerns and addressing the issues and how we can make a change
1280. N/A
1281. Having a supportive school staff member comfort my child and ease them into school
1282. Talking to his teacher to come up with solutions
1283. He loves school. It's hard to get him to miss a day if we need to go somewhere
1284. We count how many days, weeks are left until the weekend or vacation, or some pleasant event
1285. Better air quality in the schools. Having proper air filtration in place that is actually being used and maintained.
1286. Having a good sleep the night before and making sure they are not rushed in the morning, giving them enough time to be up and ready. Eating some breakfast.
1287. Talking about it . Helping him with an issue or a problem that's causing that feeling . Notifying a class teacher and coming up with a plan together to help the child .
1288. Bringing children to school on person, talking through, reassuring he can make it through and it's only temporary
1289. Teachers, SNA's and SETs
1290. Talking and listening to them. Attending school consistently.

1291. Общение, внимание, понимание того что все ходят в школу и ничего страшного в этом нет.
1292. Listening to issues they have. Encouraging school and not forcing
Having and maintaining a good communication with child
1293. My 8 year old hates getting up in winter (dark mornings) in summers he's up at the crack of dawn. I usually bribe him with hot milk n sugar on his weetabix and suggest a hot choc n movie after his homework that evening.
1294. One of our three children have chronic illnesses which contribute to above average absences. Offering homestudy for those days would be ideal
1295. Speaking with their teacher about their concerns. Facing the problem instead of hiding from it. Anxiety only builds up making it harder to go back.
1296. Less homework and a school life balance
1297. no
1298. Explaining they will be with their friends and i will be there to collect them after school
1299. Reaching out to the school and work with the teacher to rectify any concerns
1300. Support from the school, teacher, SNA and principal to address the issue early on.
1301. All good
1302. NA
1303. I just let the child know when the next holiday or break from school is and usually count down to that
1304. For girls I find the older they get they can be mean and say bad things to another girl. Leaving them out of friendship circles trying to isolate them from a friend group which usually they do.
1305. Talking with the teacher and working together to support the child. Making sure the child goes to school every day.
1306. giving them a lift - speaking to teacher - trying to have a coordinated approach
1307. A reward after school or a note to their teacher
1308. Talking things through
1309. Engagement by the teacher and parent on the issue. Empowering the child to manage the situation to the best of their abilities initially.
1310. They realise they have no choice and that their are people in the world that don't have the liberty of attending school
1311. Early to bed
No tablet going to bed
Less homework kids worry when it’s not done
1312. We pull our child from school for a mental health break prior to school burnout. If he burnsout he would miss more school
the break is usually the middle of the term for a day or two attached to a weekend.
1313. Looking forward to nice activities
1314. Supporting them through their concerns
1315. N/a

1316. My persistence as a parent. meeting with the school. Sna support. Lees focus on academic success. More focus on mental wellbeing
1317. Addressing issues with school
1318. Talking about the reasons behind not wanting to go. Meeting the teacher 1:1
1319. He loves school &only off for appointments or illness
1320. They go , and talk about it . I ask do you want me to write a letter to your teacher to keep an eye on that in class.
1321. NA
1322. Talking it through, asking her questions and reassuring her
1323. Leaving them off
1324. Focus on the positives of school
1325. Sports
1326. Mentoring and socialisation as well as more group activity
1327. Talking to them and finding the real reason they upset about going to school on a particular day
1328. Reassurance and consistency
1329. Appropriate supports for neurodiverse students - in our case, changing to a different mainstream school to access a more inclusive and supportive environment.
1330. N/A
1331. Making offers to them
1332. Conversation about it and the reasons for not going or not wanting to go to school. Sometimes the fears are bigger than the issues themselves and an honest conversation can resolve a lot of the issues. Being patient with children is very important in this case.
1333. Communication and alignment with teacher & sna. Creating a supportive environment and joined approach.
1334. Having a good teacher who is calm and has a good connection to the kids
1335. Making sure he was safe and listening to his reasons
1336. Loves school
1337. Teacher has always been helpful with issues.
1338. PE that day and fear of missing out with friends
1339. Nothing really helps I just have to explain that parents get in trouble if you don't go even if your sick
1340. Support at home, discussion with teacher
1341. It helps to explain that sometimes not wanting to go to school is normal. Speaking about how privileged we are to have education unlike some other parts of the world. How it can be a fun and social environment too.
1342. Easing them back in with reduced time table. Talking to teacher, principal and support staff. communication between home and school. Clear guidelines of when a child can attend. It can be very unclear if we should send a mildly sick child to school or not. The social responsibility of not spreading illness is keenly felt but often a child is "well enough" but we feel we must keep them home because the health guidelines are unclear.

1343. Teacher and SNAs support
1344. Sometimes. Teacher is excellent and understanding has made all the difference
1345. Wellness Wednesday, more approachable teachers. Last yr the teacher kept screaming at my Son and he didn't want to go to school. School sided with teachers and she is now a junior infant teacher so god help them
1346. Good communication and planning between family and school for strategy for difficult days
1347. Cuddles and reassurance that they belong (pre 2nd class and sacrament preparation began and they no longer felt the same as their peers)
1348. N/a
1349. She is currently only attending for an hour a day. My child is autistic. Reinstating her SNA is beginning to help.
1350. N/A
1351. Discussing the issue/reason in advance of the school day.
1352. Telling him I will collect him early. Bribing him with new squishies or fidget toys. Trying to have him co regulate.
1353. Separation anxiety from Mom. Teachers and SNA help with transition and get her focused on something fun or give her a helper job.
1354. An day off helps when he is getting burnt out
1355. Moving on from 2nd 1st communion class where they felt left out and othered alot
1356. Exciting things happening in school.
1357. Reassurance and co operation and understanding from teachers
1358. Planning days out for when he has to skip school to avoid the religious indoctrination, so it doesn't feel like a punishment
1359. Rewarding them with holidays abroad
1360. Fantastic teachers/principal creating novelty, approaching at school gates with positivity and encouragement, not mentioning absence when able to attend, phoning us to ask what might help, flexibility in every aspect, positive school environment, family events that reinforce the connection between school and home, non punitive
1361. Not having to attend mass or other religious celebrations during school time.
1362. A promise to have a nice activity planned after school
1363. Talk about the real issue
1364. Talking with them about their day every day. Making sure they don't feel too left out as a non religious family and allowing them to stay off on days where they will be excluded completely.
1365. Getting teachers support
1366. Movement breaks actually being implemented
A supportive teacher
1367. Reminding them they have a good teacher and loads of friends
1368. Less homework
1369. Change in teacher

1370. Talking with child, talking with class teacher
1371. Giving them a break from it (like a day or two) until they felt up to it again. Mental health is important!
1372. Speaking with both child about the reasons and the child's teacher.
1373. Teaching them to speak up more & that they are being heard.
1374. Play therapy has helped somewhat
1375. Reduced timetable
1376. Reassurance, early collection.
1377. Talk about the issues. Acknowledge and come up with a plan to deal with the issues. For both parent and child.
1378. Half day or treat after school
1379. Change in teacher . She is flexible, kind and understanding.
1380. Letting him have a day off. Letting him not do homework
1381. Teacher engaging to help
1382. Not pushing her to attend as this leads to serious mental health issues and illness. Following her lead and giving her a safe space at home so she can rest and recharge which enables her to return to school sooner
1383. Talking about why they don’t want to go and addressing it
1384. Talking... and find out what’s the problem
1385. Moving to a new school , due to current school gas lighting and blaming child and parent instead
1386. An adult available at all times, full sensory room, SET and SNA support
1387. Daily movement breaks, individualised curriculum, familiar support staff (resource teachers in particular), schools no tolerance approach to bullying.
1388. Giving support and listening to concerns
1389. N/A
1390. Nothing worked
1391. Speaking to the teacher and principal
1392. Access to ADS unit and going in later at 10.30
1393. Encouragement, rewards
1394. Reassurance that it will be ok, my child is school support plus and found it challenging that she was withdrawn alone, I as an adult knew this was essential, however to a child in junior infants the emotions were massive. Each morning we had tears and not wanting to go to school. The school support was amazing and the teachers implemented small withdrawals to begin with, support implemented one to one but within the classroom for a time to build trust, the reward of ‘friends Friday’ where she could choose a friend to go for some of the time with her. All combined she had turned a massive corner and happily goes to her support class.
1395. Talking with the teacher and making sure our child's concerns are acknowledged.
1396. Nothing makes it better, if my child has had a hard time in school (examples - still doing Irish with the exemption!, lack of SNA support due to allocation elsewhere, self esteem due to struggles minus support and shame peers in class are aware) on a day that was a struggle to get in, guaranteed to have a domino effect on coming days then.

1397. Knowing who will collect them.
1398. Listening to them. Luckily they haven't had a tough time so far. 4 kids in school from 1st class to 6th class. Building resilience is also key.
1399. Taking the pressure to go to school completely off him.
1400. Stating that school is a non negotiable. Keeping the conversation factual e.g. “All children your age must go to school”. In addition, informing the teacher that there’s issues.
1401. Never had issues about not going to school, even though my child experience bullying throughout primary school, education won out
1402. N/a
1403. Depends on reason but we always talk about it and encourage child to go to school
1404. -
1405. Letting them go in a bit late or arranging to collect them early. Giving them 1 on 1 time to chat through issues.
1406. Making the class learning fun for the children will keep them more interested and willing to learn.
1407. SNA support
1408. No choice, I have to work.
1409. Talk to them
1410. Planning a fun activity together for after school so he has something to look forward to.
1411. Na
1412. N/A to us parents because our children have missed no days
1413. He has on occasion said he doesn’t want to go to school but both myself and my husband are teachers and I think it helps that we are all going to school. I also don’t have it as an option not to go and we focus on things that are fun when he’s thinking about not wanting to go in.
1414. We had school refusal because of exclusion and other issues with friends and classmates but by not allowing her to stay at home and speaking with her teacher we got over the hump.
1415. Sandwich by teacher and games in the school
1416. Sometime picking them up early.
Doing things to help them feel in control & that they have some degree of power over their lives.
1417. Not applicable
1418. Asking them why they don't want to go, talking about the positives, getting them to bed earlier
1419. My child has missed school only due to illness. Otherwise she attends happily. Although extra curricular activities in school do make her extra enthusiastic about attending.
1420. Persuasion, praise
1421. Contact with teacher and chatting to explain difficulties including financial difficulties
1422. N/A
1423. I make a chart for all the days in school and if it meets all days I get them a treat or something that really want it dose work for me that way

1424. Role play to deal with children who are causing my child concern. Helping them stand up for themselves. Supporting them from home.
1425. Early collection
1426. Family support
1427. Support from the class teacher and sna
1428. N/A
1429. nothing yet - school no help and ignore issues but if was a girl they jump to help (same issues / medical 2 kids & the female they are bending over backwards to help)
1430. Negotiating
1431. Parents being active to resolve
1432. Having friends in school
1433. Sometimes they would if the tables has being swapped and they don't get along with the child next to them it can be very difficult
1434. Speaking with teacher
1435. NA
1436. Support from the teacher and SNA and a timer in the afterschool
1437. Gentle encouragement and not rushing or forcing it
1438. earlier bedtime
1439. Friends & rewards
1440. N/A
1441. The teacher and the school environment.
1442. After school clubs, seeing friends, rest
1443. When there is no religious impact on the day, such as trips to the church, visits by church people or being made to sit at the back seat from their friends when faith formation is ongoing
1444. More rest
1445. Not much
1446. N/A
1447. Validating her concerns , listening to her as she unpacks her day, allowing for her to unmask in a safe space, making plans with her friends outside school so she has something to look forward to. Trying to advocate for her with teacher and principal, looking into private diagnosis to help her access supports
1448. No
1449. Sna support. teacher support. friends
1450. HSLO great help in the past
1451. n/a
1452. Reminding them of the positive aspects of school and what they enjoy about schools
1453. Taking our time, being late if needed, giving reassurance and regulation. My child has ASD.
1454. Changing up the mode of transport, resting, giving more control
1455. Feeling supported and included in the school environment and having individual needs recognised with an attitude based in equality and understanding. Compassion and patience in the home, plus time spent reinforcing child's resilience. Home and school working together.

1456. Her teacher, SNA, play therapist and resource teacher are amazing,my little girl has excelled this year as a result of their patience, support and encouragement.
1457. Yes, due to bullying
1458. Talking to the teachers and them addressing the issues with other pupils
1459. No
1460. Being able to bring a teddy bear as comfort has helped enormously with my child going to school, it offered her a lot of comfort.
1461. N/A
1462. NA
1463. Never a problem with them going to schoo. They love it. But if for any reason. I'd say with the help of the school it would make it better.
1464. Bringing her to the classroom door and talking to the teacher reassures her that the teacher understands how she's feeling today and she doesn't have to try and explain it herself
1465. Allowing them to move tables and sit somewhere else
1466. Explaining the reason why he needs to go e.g. you need to learn as much as possible so he can go to college, get good job, pay his bills & if he wants nice things e.g holiday etc / parents have to go to work so he can't be home alone or his parents might go to gaol (!)
1467. Promising to spend time together after school
1468. A day or two off, talking to the teacher about issues/support, writing to student council asking for non- mass going children to be better supported
1469. Mindfulness practices
1470. .
1471. N/A
1472. Having fun activities organised or no homework and Friendships
1473. Speaking to the teacher about why the child is worried and the teacher subsequently having a chat with the child and/or conducting a lesson with the class based around the topic.
1474. Telling them they have to go and explain what they are feeling is ok and I will be there to collect them when school is over
1475. It’s too easy these days for excuses to be used for children not to go to school. Parents need to be stronger and send their child to school, if I let my child home every time they asked they would miss loads of school
1476. Me just sitting down with them and talk with them about stuff in school
1477. Talking and reassuring the child. Encouraging them to speak to an adult in school.
1478. In my situation it’s anxiety that leads to
School refusal. I think the no 1 thing that helps is communication between the school and the family coming up with ideas that can reassure the child make them feel safe and heard in a nonjudgmental way.
1479. My children enjoy going to school

1480. Na
1481. NA
1482. Reassurance
1483. Movement breaks in school.
Planning day off for mental health day.
Planning with teacher to provide extra supports in classroom.
1484. Giving them time alone together without siblings going for milkshake and having chats
1485. Talking and feeling listened too
1486. NA
1487. Reward system
1488. A kind teacher
1489. The after school she loves it
1490. Taking our time and not rushing or putting them under pressure.
1491. Good routine bed early up early good morning routine
1492. NA
1493. Talking to them and understanding what's going on.
1494. Talking about it, letting them voice why they don't want to go to school.
1495. Has only happened when they were younger - I had to hire a full time babysitter to get them there as I was already gone to work
1496. Movement breaks, supportive teacher and SNA
1497. Telling them it is compulsory so I don't have a choice, I would get in trouble with the guards if I don't send them to school
1498. Informing their teacher about their struggles, my child feels reassured that their teacher is looking out for them and is aware of their struggles.
1499. Talking to her teacher about an issue that was upsetting her, her teacher then spoke to the class about how important our names are to us and that us parents chose a special name for each of them.
1500. Talking to them and encouraging them to go
1501. my child has special needs and complex medical needs so he doesnt really think for himself at all, having friends at school helps him enjoy his day there, he doesnt really learn anything
1502. Play therapy, linking in with school re any issues, talking about things at home and making plans together
1503. Rest
1504. A day off!
1505. Liaising with the class teacher about an issue we were having. What made it better was knowing the teacher was on the case and trusting the teacher would keep them safe when there was a bullying issue and giving them to tools to deal with it, say stop or no and go tell etc.
1506. Making jokes
1507. reassure them they will have fun
1508. n/a
1509. How the teachers and principal dealt with bullying incidents helped my child feel safer at school.

1510. Helping with homework , 1-1 and explaining things he might not get in school
1511. Chat and support, something nice to look for if he keeps up with attendance.
1512. Early bedtime. Fun activities in school
1513. Not a problem
1514. N/A
1515. He has no problem only when sick
1516. 没有
1517. Support from teachers and SNAs.
1518. Speaking with teacher
1519. Helping him find words on the reason why... and then addressing the "why". That usually works.
1520. Have a better bedtime routine
1521. Telling him he will play with his friends
1522. Play theraphy
1523. Talk about the importance of school in their lives.
1524. Engagement from their teacher to help on arrival. Promising a treat after school
1525. A surprise or a reward after school
1526. Nothing some times they just need a day off
1527. NA
1528. Having enough sleep
1529. School taking away demands
1530. After my son admitted to me that children in his class were making nasty comments about his lunch, I talked to the teacher so she could put an end to it.
1531. Reassurance , talking about any issues but mainly support from teachers to assist in getting a child to school.
1532. If children could wait 15 min before school opens
1533. Meeting friends
1534. Allowing him to stay out until we've worked through the issue
1535. Remember him how happy he was in school with his friends
1536. Honesty from the child & with the school. School support. The offer of help from the school. Homework accommodations.
1537. N/A
1538. Starting later, or leaving earlier
1539. Talking to child & teacher
Explaining Rules of attendance to child & why attendance is important
1540. Rewards system, talks
1541. He never had a hard time getting likes school
1542. I teach my child If she has problem at school that always need tell teacher and me that we can try solve the problem.She know if she don't talk with us we can't protect her.
1543. n/a
1544. I talked to him about the benefits and reassured him that everything would be fine. I expressed my support to him.

1545. Contacting the school to discuss the issues - bullying/social issues
1546. Friendship
1547. Talking to him and having a chat with his teacher.
1548. They usually like to go to school
1549. Hasn't been an issue so far thankfully
1550. Staying calm and reassurance from the teacher.
1551. Socialising with friends
1552. change of teacher for new school year
1553. So far the main reason for missing school has been family holidays. However, there was a situation where she was afraid of a boy that was constantly bullying and targeting her. I allowed her to miss school one of the days as it helped her to recover and forget the incident, giving time is definitely better instead of forcing just because of attendance. I also made her that I was doing everything I could to fix the situation by contacting the school.
1554. I try to listen to his fears of going and ask him if he didn't go today would going tomorrow be any different or better. There are some mornings when it has been better for his mental health that he didn't go in but other days I ask him to break the day up, get to little break and then maybe lunch break and if he still isn't happy then the teacher can phone me and I will get him collected. He has never asked to come home once he got into school.
1555. Reassurance that I believe the issues he is having with his teacher and his school work
1556. The school completion programme and support from principle
1557. Lucky that she loves school
1558. Never happened
1559. More sleep, a note to teacher to explain if homework not finished due to being tired etc
1560. He loves school, but suffers from tonsillitis and catches so many bugs, I have to fight to keep him home as he is so unwell, he'd rather be in school but his health causes a fair few absences.
1561. It's generally only due to illness they will miss school and our eldest is autistic in mainstream classes and will occasionally need a day off due to stress ..but this year we are taking both out for a week for holidays due to the extra expenses if you leave it 2 weeks later
1562. To meet friends,be back home and spend rest of the day in a good family athmosfer
1563. Not sure
1564. Not placating him
1565. My child doesn't have a hard time going as she has one to one councilling in school whom she have benefited massively from.
1566. Listening to understand, encouragement, talking to the teacher,
1567. N/A
1568. Reassurance
1569. Talking about the reason why and finding a solution to help to go to school. Talking to the teacher about it to make sure that my child has an easier day.

1570. Shorter school day, no homework
1571. Encourage they will see their friends or they going to do something fun that day.
1572. irish language causes great distress at times. encouragement that this topic is not a priority helps
1573. Talking about it
1574. Primary school is fine , I have no issues with my child going to primary re. attendance its secondary is the problem and phones are the ultimate cause .
1575. Friendship encouragement,how principal and meeting teacher at the door delt with it.
1576. My child is from Ukraine. He was helped only by time and a very friendly atmosphere from the children and teachers of the school. There were a lot of Ukrainians in the first school where he studied and the teachers didn't study with them at all. The children were at school as two teams: Ukrainian and Irish and no one helped them learn the language and did not try to help with socialisation. In the next school we got into at the place of residence, my son was one Ukrainian. But he was very helped from the first minute. The children were mentors, showing everything and trying to explain. On the part of the teachers, he was assigned a separate English teacher and developed a program specifically for him to improve the language to the level of communication as quickly as possible. In one year, there was crazy progress and my son became more confident. He made a lot of friends with whom he communicated not only at school
1577. asking to meet with his class teacher and encouraging him to see the benefits of school attendance in the long term
1578. Encourage child to go by telling them they are needed in school to help others and teacher and also how they would be missed if not in school.
1579. Teachers
1580. Improve social skills by spending time with friends outside school setting
1581. Parents encourangement and support
1582. Talking, blackmail
1583. I just explain how important school is for them and that it is to not love it. He just has to focus on the positives like friends and having fun.
1584. N/A
1585. Discussing issue with teacher, developing plan/joint approach
1586. They haven't experienced this
1587. Watch TV as eating breakfast.
Going and being open on the may stay they may not
1588. 6 year old said sub teacher shouts at her to I addressed myself with the principal who is also her class teacher
1589. Knowing that their is support in school and at home for her, always important to let them know they are not isolated or alone
1590. School staff
1591. To stay home with me.

1592. Trying to understand what it is that slows her down in the mornings(lack of dopamine and anxiety brought on by sensory issues) and address these difficulties. Regular movement breaks in School and the teacher understanding her needs has helped.
1593. School have not been supportive
1594. Bringing issues my child is having to the teachers' attention, usually addressed quickly and puts my child at ease. Sometimes a day at home helps reset them, they may be tired and not feeling up to it and a day of rest usually helps improve their enthusiasm about going to school.
1595. Friends
1596. Supportive school staff
1597. Listening and holding space for my children to tell me why they are struggling. Allowing them to have a day off from school when they are overwhelmed or burnout and offering different types of learning e.g., gardening, a walk in the forest/foraging, wildlife searching
1598. my child has never had hard time going to school
1599. Encouragement
1600. Encouragement and support from parents
1601. Giving the child space and time to figure out why. Engagement with the teacher ti make them aware of possible issues resulting in missed days.
1602. N/a
1603. His friends/ certain activities before or after school
1604. The teacher emailing what is planned for Fridays, which are more unstructured and were initially the problem days, then Wednesdays because of PE and Zumba. The school are very supportive but it is so hard to change the child’s mindset
1605. Connection with me. Reduced pressure to attend. Loads of movement breaks.
1606. Rewarding consistency, leading by example (we don't miss work), organising play-dates with school friends.
1607. Counting the days until the weekend
1608. Maybe a small treat after school. Telling them about the fun activities they will miss in class that day

Q9. Are there any other supports which are not mentioned in the previous list (Question 8) which you think could help children attend school regularly?

1.No
2.NA
3.No
4.No
5.Less homework, they feel overworked
6.More support for disability
7.No
8.Don't think so
9.More things for them to do in yard. Some equipment to play with so there is not such a focus on socialization.
10. More free time and sports done at school, such as extra curricular activities
11. No homework or activity homework instead of the basic written work. My child comes home with tasks to do outside to encourage more outdoor play and she loves it and loves to write about what she done.some tasks are family based which is even better so we can spend more time together through play. written
12. Extra curriculars outside of sport such as STEAM subjects,
13. Supports for teachers to understand how to help with children when there are issues at home
14. Stop asking us for money every other day and calm down on homework
15. More PE some teacher don’t do any
16. No
17. Reduce the class size! Especially in 2 and 3 teacher schools. Teaching 3 grades should not have the same pupil teacher ratio as single grade classrooms
18. More breaks
19. Cheaper flights during midtearms
20. Maybe having a older child like one good student to link in & mentor your child. Could be beneficial to both kids.
21. I would have thought the parents need to play a larger role
22. Parents and grandparents
23. This would be very specific to different communities and individual children and families
24. Children with Autism spectrum/ADHD have specific school refusal and allowances should be made and not penalised. These children can't not won't go to school.
25. Educate parents to stop illnesses at source and not send sick children to school where it will spread. Improve funding for buses.
26. Parents need to encourage their children
27. Fun activities and trips outside of school. Less homework or homework-free days. OT support for those that need it, currently huge lack and waiting lists

28. No
29. Better awareness from teachers re periods and better quality toilets.
30. Homework to be removed completely
31. Space to play outside before going into classroom. Nice safe walkway into school so they don't have a stressful experience on the way
32. Improved facilities at school ie toilets
33. No. Just to be clear, the only reason my daughter would not attend school is if she is sick, or if I have a family commitment and I need to go away and my daughter needs to miss a day of school. The school my daughter attends is really good and teachers and principal are fantastic and supportive.
34. A anonymous complaints box to the Principal which older children can use if experiencing issues with a teacher but afraid to speak out. Or a support mechanism via PTA or other group to collate issues
35. Fun After school clubs or out-of-school activities (eg football, gymnastics) help to build friendships within the classroom.
36. Support at home for parents who are struggling
37. Access within school to play or art therapist. Thereis one available in the school but because my daughter has a diagnosis she is not allowed to avail of it
38. information on exciting things the class will be doing next week
39. If the parent whose child is ill kept them at home then all the other children might not catch the bugs and would be able to attend school more regularly - this is very very important! My kids are absent because of bugs they caught in school. I keep them home until they are better so they do not infect others, which is what I wish other parents would do.
40. Maybe a home visit to speak with the child about how they are feeling. But to explain so it's not just coming from me, why school is so important.
41. Being able to communicate with teachers better, being able to let teacher know in morning at drop off if child had a bad night's sleep or was upset about something
42. School buses
43. Involving children in group discussions to enable confidence and information exchanges to benefit their social cultures
44. Would be no harm in the child who was finally the difficult to attend school to have a support plan that they're involved in
45. Fun, playgrounds, sports equipment and facilities. More time at school to actually have time to go the local park etc if playground not available.
46. Reward for attendance
47. Supports for parents
48. Work from Home days/ Mental Health Days. Example:(3 per year where child still needs to get work done but can do it from home)
49. Honestly our school are fab, I dont believe they have a breakfast club but we don't need one for our 3. With that said, mental health support can always be stronger!
50. School bus access for everyone now just those on a fixed route

51. Let kids go to school to learn core subjects. Stop instilling fear and lies - there is no climate crisis. Irish children are not racist. Children are never born in the wrong body.
52. none
53. In school SLT, OT support
54. Regular check ins and to see when they are masking in school that they are actually ok
55. Counselling
56. Hugely reduced number of pupils in each class. Personal choice around clothing/school uniform, acceptance of transition objects, ear defenders etc.
57. School holiday airplane tickets should be not that expensive
58. Awards for attendance
59. Schools need to communicate that it is not acceptable for parents to take children out of school unless for valid reason e,g. Health.
60. More after school activities promoting more connection to children in other classes
61. CAMHS, AON, reduced waiting lists for medical procedures, affordable childcare, access to therapy like play therapy s
62. Na
63. Support to educate parents
64. School facilities and yard - proper facilities to enjoy the breaks and can exercise like soccer pitches, basketball nets, playground, etc. Less use of screens, also.
65. Just help within the school
66. No
67. No
68. Before school activities such as sport or music
69. School transportation and lack after school is a huge problem. 2 collection times huge issue. During school matches which requires parents to drop a child during the day to a other location and return them is a major problem for working parents
70. More resources for educational psychologist assessments
71. Training for staff. Extra supports within the classroom to ensure school is a positive environment for the child.
72. Parenting course to educate parents of helpful techniques and available resources.
73. After school care
74. Special and additional needs
75. More options for home tuition, shorter school days
76. Identifying why child doesn't want to attend & putting a plan for child in place. More supports in school for child struggling with attending.
77. Extra support for parents who are struggling with parenting.
78. After school activities
79. No
80. NO

81. Bus. Better school transportation.
82. Linking in with the child
83. Extraciricular ctivities that take place in the school environment
84. Better late than never. Allow children to arrive late sometimes, without embarrassment, if they need that extra time on some mornings.
85. More CDNT support in school.Training forschool staff on neurodiversity
86. More focus on multi sensory learning
87. Not school specific but the HSEs early intervention programme requires more staffing and resourcing, the wait times are beyond what is acceptable forcing parents to go to private OT, psychology and physio appointments and assessments
88. Consequences from school instead of putting the whole responsibility on the parent. Discussions in the classroom about the importance of attending school regularly
89. no
90. Extra emotional support and mental health supports for special needs children coming to terms with their diagnosis of having Autism, social skill programs to help children build and maintain friendships, extra programs to address bullying and exclusion of children who are special needs or find it difficult to socialise and maintain friendships
91. Stricter laws about attending school
92. Onsite nurse
93. Extra curricular activities.
94. A reward system that acknowledges attendance
95. NA
96. Mental health days to allow some leeway if a child needs a break but isn't physically sick
97. Change if the curriculum to suit all children. Making it more inclusive to the different types of learners
98. The above fails to recognise that the school environment is often not suitable for some students. I feel like a more holistic approach to teaching/life skills would work better for some. There are school systems in countries like Finland, NZ, Australia that have a much better approach to teaching than Ireland. Schools are doing the best they can but I feel that a wider discussion on our approach to education in this country would benefit everyone.
99. N/A
100. Staggering school holidays so holidays can be more affordable.
101. empathy and compassion integration in schools, teachers being trained in compassion and supporting individual biodiversity. Teachers being trained in empathy and to integrate this in class and curriculum
102. Additional classes not related to school but run by teachers, eg in previous school children were having Irish dance or football with teachers after school
103. if their friends are there / parents make sure they‘re there

104. More outdoor education , like field trips re environment, geography of area, history of area not all sit down in classroom all the time. Also get rid of Home work.
105. no
106. Libraries. Libraries budget for schools was cut in 2008/9 and never reinstated. It's honestly embarrassing how poorly stocked most school libraries are, with old tattered books and teachers using their own money to buy books. Libraries should be a cornerstone of a positive school environment as they are in most developed countries.
107. My son really enjoyed school in junior and senior infants. As soon as he started 1st class I saw a change in him. It had got stricter but the main reason is their playtime first thing in the morning was taken away. I think it is so important to them and eases them into the day in such a beautiful way. As we know play therapy is so important and beneficial to kids I think keeping that in the mornings for all of primary school would make a huge difference. It's heartbreaking to see their light starting to dim in front of your eyes after senior infants when play stops. I really think more time needs to be given to this. I also very much believe in a Personal Development Programme being included in primary and secondary schools. It is so important.
108. Clear communication and follow through
109. No
110. More free learning, visiting task and activities
111. Regular check ins with parents maybe they are suffering or.having a hard time.
112. No
113. no for now
114. nil
115. Inclusion in all sports regardless of ability
116. Help transition from one class year to another meet teachers / room before Sept
117. Regular feedback from teacher how children are getting on
118. --
119. Jo
120. No
121. I think homework is a major factor they will say on route to school we will get homework tonight
122. Extended school hours with meaningful modules that foster capability and sense of belonging, rather than mere 3 hours of classroom time that feel more like a way to pass time before yard time than a valuable investment in their future.
123. Flexibility with start times, reduced time table
124. Better understanding from "traditional" teachers regarding the challenges neuro divergent children face.

125. Remove the 20 day tracker - Look @ the reasons as to why kids are absent on a case by case basis. If a child is ill and there is proof of same, thats OK. If families are opting to go on holidays throughout school term and then looking for supports when they return, well that's a different issue.
126. Class sizes are a huge issue if you have a class of 28 kids and maybe 5 have an additional needs or education difference
127. Individualise curriculum upwards for bright children my child is bored to tears in school
128. Training for school staff on neurodiversity and classroom strategies to support all students. More movement for all not just movement breaks for some.
129. Support network for parents
130. A good teacher that encourages and fosters confidence in each child is critical. Focus/resources on anti-bullying in the classroom/playground as prevention is better than cure/resolution.
131. none
132. I think there should be pastoral care in the form of a student support professional assigned to all primary schools, akin to the guidance counsellor role in post primary schools.
133. Programmes designed to meet ability, where the child is..
134. Counselling would be necessary also. I feel supports need to be built in for every child as a standard setup in each school.
135. Strong willed children pulled on bossing quieter children.
136. Maybe no homework especially after the Easter break
137. Not sure as I haven't much experience of this
138. Informal structures such as play time before school starts, drop-in services that can be booked at short notice. Consistent childcare especially covering 1.30-2.30 gap.
139. Give awards when they are young, get teachers to tell pupils the importance of attendance
140. Way way way more flexibility required around attendance for children. No legal threats to parents that are actively making their best efforts to engage their child in education. School day is too long, 6 hours is too long for young children to be away from their families without contact and without regular breaks and fun and peer to peer interaction based activities. Children with disabilities and neurodivergence should have a guaranteed special class placement. Assessments should be preventive and not just went there is a breakdown. No resources, shortage of resources, is not good enough in a first world country.
141. Activities provided, for alternatives to sport related. Eg: art/craft, Lego/chess, mechanical clubs etc
142. Teachers paying more attention to bullying and being more involved and stopping when it happens
143. None
144. An education program for parents on how important consistent regular attendance at school is.

145. No
146. Peer support groups. Parent support groups to discuss what helps.
147. An educational path that is inclusive of all learners and all ability a linear path does not suit positive Attendance towards insurance improve if students were working in an environment where they were actively supported and able to learn at a pace that suits them
148. Smaller class sizes for neurodivergent children in mainstream education. Loud busy classes are sensory hell for austictic children!
149. Yes teachers trained in neudiversity. Access to educational psychologist through school.
150. No none
151. No
152. Well being programmes in school to support children with school refusal
153. Smaller class sizes and not feeling overwhelmed by too many in class.
154. Breakfast club
155. Staff. All staff relate. Reduction in Demands
156. No it was just a bad environment for him and it felt irresponsible to be continually sending him in against his will
157. How to recognise bullying behaviour and how to deal with it.
158. All schools having access to occupational therapy and speech therapy professionals who would attend the schools to work directly with children.
159. No.1 is a good relationship with teacher or sna so that they can feel safe to say what they need and be listened to.
160. Inclusion modrls
161. No homework.
162. Supports for PARENTS to have confidence in the school and/or educational system and understanding the importance of good attendance.
163. Looking at environmental barriers and putting measures in pleaze.Training for teachers for dealing with kids being bullied.Friendship development
164. After school in every school longer hours activities in schools help parents with work like other countries
165. N/A
166. see response to question 7. If families want to do a holiday sometimes it's too expensive during summer, easter etc
167. No homework at home or option to do it at school with helper teacher after school.
168. I feel strongly that attendance awards should be discontinued. It is not the fault of children that they can't attend due to illness/appointments/logistics which concern adults
169. No
170. Proper real-world approach to bullying, with strong anti-bullying enforcement in and outs
171. Making learning fun
172. The option to wear school PE tracksuit all week
173. SNA

174. Ask the children what they need, less homework as homework is a big stressor in my house. They panic if it's not done and sometimes pretend they are sick to avoid the teacher.
175. NA
176. Cross discipline supports for children with Neurod8versity, and those that require assistive technology ology. The system is broken and school principals are not supportive of these children
177. No
178. No
179. Less in-school fundraising. I never had an issue paying for primary school books or homemade lunches- these are important preparations. The regular callouts for funds and sometimes the school tour,which I do want to support, can be the added financial pressure that might make things difficult
180. Reduce homework, stressed over homework not being done and don't want to go to school
181. Local churcjes support, bible clubs etc
182. After school programs would be great. Less mandatory school days. Some children are bored and ahead of the curriculum.
183. Lunch time clubs like lego to help kids socialise with support
184. Free transport, sometimes children can't get to school because parent is ill, car is broken down etc
185. Parental support for parents who are struggling.
186. Play Therapist
187. no
188. NEPS
189. Adequate training/education and resources regarding special educational needs in particular how it shows up in high masking children. Need for trauma-informed, neuroaffirmative approach to education. Implementation of the NCsE Relate programme with adequate access to training for teachers/SNAs
190. Insufficient outdoor education and movement
191. A sensory room, calm spaces, regular breaks, teachers and staff who understand the needs of neurodivergent children. These are mainly provided in the school my children attend and make a massive difference. I think there are a lot of undiagnosed neurodivergent children in mainstream schools who would benefit from these measures.
192. Better school leaders ie principals/ proper school work & less disruption in june / additional support for higher achieving students not just lower achieving students as my child is bored and the school tells me that educational policy is to bring everyone to average not support children who are above average f
193. Therapists in school for support for additional needs
194. Frequent movement breaks
195. Working within the class room. Peer Support
196. There is no real support in my sons school to be honest

197. review of school transport grant, not eligible at school closer to home (that had no places at time of enrolment). Cost of getting to school huge expense - and no support.
198. You need to shift the culture back to normalizing school attendance with colds etc
199. Training on respect for children and their cultural diversity. Our school principal has been deemed racist by the children and creates a toxic environment. Also an environment of empathy and interest for my child who has been diagnosed with a chronic health condition and receives chemotherapy injections and immunotherapy.
200. By "school completion programme" I understand the building of an actual school with adequate calm space - which is our main lack of motivation encountered by children
201. N/A
202. No uniform
203. Train all.Set and make them.acceot any professional report that costs thousands
204. Parental/ familial support, teachers having a better understanding of their effect on pupils self esteem and mental health.
205. Supports for bus costs to do more educational trips. Kids love a day out from the classroom.
206. Set and sna shouldn’t be lumped together above, very different roles. Meitheal participation by all services. Camhs often refuse and school end up being the drivers
207. More flexibility in the classroom tailored to individuals needs. Shorter school day. No homework.
208. Places for special needs.
209. Get rid of wooden jumper uniform please. I beg you to campaign for this.
210. Extra understanding and empathy for neurodivergent children
211. Not that I can think of
212. Asking parents of children with colds/flu/virus/stomach bug to keep their children at home while they are infectious
213. Attendance awards
214. I think my son needs help identifying his triggers at school, and then help with putting strategies together to lessen his triggers I.e a quiet corner would benefit him, alone time, to recharge his batteries
215. More understanding from the school a little goes a long way
216. SPEECH AND language therapist, occupational therapist and psychology visits once per month would be very beneficial
217. Teaching children exclusion, kindness and respect for everyone from a young age
218. Less homework or none. Adults don’t enjoy taking work home so why do children need to?
219. Teachers who are less psychotic. Half them are bordering on mentally ill.
220. No

221. Financial assistance for all the finance requests from school throughout the year, there is money requested weekly sometimes which puts a family under pressure when it's an unplanned expenditure
222. No spaces available in surrounding schools at the moment
223. Individual plans for struggling kids
224. Support where children are misbehaving on a regular basic May imply they need the most support and encouragement.
225. Lessons more engaging and interactive. More structured day. learning objectives clear to students
226. Smaller class sizes early on in school life
227. Parent liason
228. Subjects that children find interesting in gardening baking
229. Rest/relaxation for the Junior and Seniors. 20 min quiet time during the day
230. Training and education for school staff and pupils around neurodiversity- most teachers are not equipped or don’t understand. Nor do class mates and their parents.
231. Early intervention if pattern noticed.
232. Parental Support
233. Attendance rewards
234. Occupational Therapy support
235. Stricter bullying policies
236. Flexibility with start times, consistency in school, knowing what's expected each day
237. No
238. Getting the school environment, culture, education around neurodivergence especially autism
239. A school rep who talks to kids when they miss school and gathers the information there and then
240. Keeping kids active fun and looking after wellness
241. Parental support in terms of time spent with the child discussing their issues and coming up with some solutions.
242. Not forcing children to go to church. Staff is available just a matter to allocate ones that will stay in school with children that don't practice Catholic religion
243. I do think that religion is also a factor. Alot of time is given to the sacrament years. My daughter missed 2 days in second class as it was all centred around the Communion and I didn't want her feeling left out. I also picked her up early a few days when they had to go practice at the church. Religion should be at home and having most public and especially deis schools based on religion is exclusionary. I know other parents who feel these activities are a waste of time.
244. Approachable teacher
245. Listen to the children. Both my kids were very challenged by attending school and left.
246. N/A
247. none

248. Ensuing that class ratios are smaller than currently, increased no of snas
249. Reduced/staggered hours and/or days at school
250. Whole school learning about neurodiversity and being as understanding and kind as possible. As much choice in the school day as possible. More space to have down time. No rewards systems. Access to lots of movement.
251. Adequate school place and more inclusive classes.
252. Less homework after school, it's too much, they need time after school to wind down and do their own thing, explore other things to help them develop their personalitys
253. Help for parents to deal with neurodivergent children that are on the waiting list for assessment.
254. Increased resource support hours for literacy and numeracy etc
255. Children involved in their support plans, reducing demands, adapting curriculums to be more neuroaffirmative. Better teacher training and supports I neurodiversity and trauma informed care
256. OT, SLT and psychologist support in schools to support kids in school and help teachers understand the different needs of children in their class, better understanding and meet their needs to help them learn (would replace some such supports in the community)
257. A big full stop to bullying behaviour has to be in place in all schools. All yards should have cameras.
258. No
259. Faith formation being removed from schools or schools being obligated to ensure proper educational time and resources for those opted out of religious instruction
260. no
261. Less formal structure not every child can cope with rigid structure
262. Some children find the transition into school difficult, my child would benefit if they were able to arrive and enter school before all the crowds of other children start coming in, or play time in the yard before school starts, checking in with students before school starts or having discussion groups/social groups to help socially awkward children
263. N/A
264. One to one SNA as there used to be. Without this children like mine feel alone and not understood, insecure and transitions become more difficult
265. Ethical education option instead of colouring in while opted put every day. It's ludicrious!
266. A good handover in autism class from the year before so the school year starts off we'll. Teachers do not get enough time in advance. Definitely a requirement to have some neuroaffirming training so teachers understand and feel comfortable starting.Parents do not want to be interrupting or overstepping in September as a teacher is finding their feet so these things are especially important in autism classes as well as openess and good communication with home to understand how that student is getting on in general at the moment

267. Having fully qualified teachers who can maintain contro in class's would help
268. Certificate for full attendance
269. School environment is warm & caring,resources in schools.
270. Access to breaks or quiet spaces
271. Arrangements made for opted out of religion children so they don't feel excluded from their peers which has massive affect on their mental health and feeling of belonging
272. Transport
273. Sharing of information with children on neurodivergence from young age e.g to create basic understanding of dyslexia among children themselves
274. More support to actually get some kids in the door. Some families have no transport
275. In-school professional support services for Autistic girls
276. Break time support.an alternative to the normal primary school break....by way of people to talk to children alone, play games with them like chess, cards, or teach crafts like knitting, art....additionally Psychology, play therapy occupational therapy
277. Parents/Guardians need to be supported in order to undertand how important it is for their children to attend school regularly. Early identification of children at risk of low attendence and with the relevant supports put in place may help prevent issues in the future. The reasons for low attendence are likely to be different at Primary and Secondary Level. However a low attendance in Primary school is likely to carry forward to Secondary when it will be more challenging for parents to encourge their children to attend school.
278. Ending religious instruction
279. A system of integrated student support like City Connects in the NEIC
280. Anti bullying awareness which they actually did it already
281. Award system that incentives children to attend
282. Some sort of further information/education for parents around attachment and anxiety. Something that would show them that their child will be ok in school and it's often best to encourage them to go onto school from the gate themselves. Plan to be somewhere so the opportunity to stay and wait in with them just isn't an option. If they know you can be there, of course they will want you to stay.
283. Flexibility and education for teachers around neurodivergence and demand avoidance in autistic children
284. Each class should have an SNA regardless of needs to help support the Teacher and students. Every school should have a counsellor that every child has to go talk to at least once a month to maintain their mental health and avoid anxiety issues. School playgrounds yards and pitches should have proper facilities to encourage play exercise and social interaction
285. Peer to peer support for parents to help them feel more connected to the school community- a buddy system for parents especially for those with no strong connections to the area

286. I think the whole education system needs an overhaul. The methods of teaching doesn't fit for all.
287. Instead of set holidays the same as ever other school IE the same two weeks at easter, take one week at easter and take another week off throughout May/June to facilitate people wanting to take a holiday off peak
288. Teachers getting training on neurodivergent burnout
289. Award children for attendance. Give points and let them use points on gifts.
290. Young teachers fresh out of college at 23 should not be put in charge of sixth class.
291. A proper parents association and links with local.yiuth clubs allowing g local.yiuth clubs use if the school spacers to provide afterschool.homework clubs drop ins etc link.witg parents as you never know you may find a parent who.dpes this kind of thing and will set it up and run it like myself
292. After school clubs allowing children to spend time with peers outside the traditional learning environment
293. Recognition of children masking their needs in school
294. Occupational Therapy
295. End the segregation of children on religious grounds in a state-funded service and treat them all as equal during the day. Stop making indoctrination part of the school day. It is not education.
296. Occupational Therapy, Sensory Rooms, different timetables, that the school listens
297. Getting early assessment for my child
298. More SNA support for mainstream pupils.
299. Regular substitute teachers so that the children are familiar with them.
300. Access to NEPS, SNA and a recognition from guys like you that school refusal is not necessarily due to parents but a real thing to be addressed and understood. Just from the wording of this questionnaire, I can see that you are side lining a major area. There is also a huge amount of girls who reach the end of primary school and drop out due to undiagnosed autism. Only then, the school pays attent
301. Involving the anxious child in some activity (other than classes) during school day helps a lot - my child was involved in a school play and for teh duration of two months did not miss any days as felt they "had to be in" because others rely on their presence. It's like they were able to see that there is something bigger and more important than themselves, a "purpose" that normally is missing from the ordinary school day.
302. Friend and class inclusion helps children want to be apart of school
303. Extra curricular interests besides GAA for those who don't love it,2/3 of mine love it so plenty happening with Sciath na Scoil etc but not much else
304. Mental health aiders, sensory support
305. So many! Empowering Tulsa to use the reduced timetable function without it being driven as a return to full time school function: my girl was doing 3 days and now has to do none because the principalSaid her job was under threat by the dept. Home Tuition grants for ND kids families so they educate them in the community in ways that meet their needs and learning styles.

306. A dedicated support to help parents and liaise with BOM when a child is suspended - we have tried all SENO, EWO and the only person consistently listening to us is our social worker but she has no authority and is only there as a third party to listen.
307. Counselling to help with the trauma of school
308. Support for neurodivergent children, reasonable accommodation
309. Cleaning the air in classrooms using HEPA filters to reduce the amount of illness and viruses in the air
310. Clear, supportive and transparent alternative for religious indoctrination
311. No
312. Training for staff an listen to the child
313. More special classes in mainstream school for kids with intellectual disabilities outside of Autism
314. Changing the way kids are taught - smaller class sizes, teachers who understand and teach to the three main learning styles.
315. More outdoor learning. Less homework. Smaller class sizes.
316. Yes adaptations school buildings to mimize risk on repeat infection with a virus proven to cause neurological and organ damage. Education of teachers and parents as to the harm of high CO2 and co start I section in school environments. Awareness of proven mitigations.
317. Family
318. Low pressure soft start and not being told that she has to attend, no awards or prizes for attendance, basically taking away the demand and pressure about it is the best way to support all children in a successful school experience
319. Speech and OT
320. Our school does not have HSCL or SCP as it is DEIS Rural but I think all schools should have these resources
321. Ventilation and air filtration to prevent illness and subsequent absence. Support with children learning from home where necessary
322. No
323. Safe space to talk with designated adult.
324. Access to assessments and related therapies.
325. No all covered
326. most of the items above are related to the system. Home is very important in this regard, so any support from home to help your child cope with difficult situations is great. In terms of non-attendance related to sickness, I think we have a bit of a hangover from covid where we isolated when we were sick - so kids still think that they should stay at home more easily when they are sick
327. No
328. Parent support
329. If opted out of religion children were actually looked after. They are othered and left to colour for hours of their education. Completely left out in communion year

330. eliminate ad hoc school closures e.g. training for teachers during school hours
331. Make school less stressful, less tests, more active learning, less sitting in a classroom, use the environment to help child to move more, broader curriculum
332. A independent person who can listen to the parents and child rather than a principal or board of management who will only listen to the teachers
333. To be able to talk to someone within the school if parents feel the teacher is not behaving well with his/her class and having support on that. Parents don't darevtalking to the principal and the teacher about that. I have experienced beeing alone, seeing my child suffer for a full year and next year parents starting to tell their story and feeling relieve their children hsd move up one class but nobody united to talk to the teacher and the principal
334. More fun activities at school, allowing to bring favourite toy/book sometimes, dressing up days, days out, etc.
335. No
336. Not that I can think of
337. A person assigned to collect them from home maybe
338. No
339. Teacher reviews yearly
340. Smaller class sizes,
341. NA
342. Adequate provision for movement breaks etc. She only gets one a day despite a diagnosis.
343. Easier access to GP advice or appointments. Buddy system for parents to share/help with drop off and collection if needed
344. No
345. Not sure
346. Not really. It is parents responsibility to send child to school and communicate with child of what could be the reason for not attending.
347. OT supports in school
348. The supports differ based on the needs of a child - for a child like mine it was an understanding teachers, a plan and accessible play therapy. For a child from another family it could be financial supports
349. Non academic school activities, football, hurling etc
350. More activities and movement breaks for younger age groups. PE and physical engagement can be inconsistent to build friendship bonds and support concentration
351. Good integration for ND children
352. More Snas. More resources for children awaiting diagnosis. Better aids and age related suitable punishments for misbehaving children
353. Maybe group pickup and collection arrangements, shared collections. I often find it difficult to collect, an organised shared system might work.
354. Making learning interesting, stimulating and challenging.

355. Q8 is n/a for us. My son is very happy in school
356. The physcial school enviroment needs to be addressed, the layouts of classrooms are no longer suitable, the seating arragements, the lighting etc
357. Reform huge movement to homeschooling that and its growing. People are having a huge realisation
358. Incentive like getting out for walks, to the park fresh air, movement breaks
359. Smaller class sizes, more individualised education rather than survival of the fittest approach
360. Flexible school holidays - too expensive otherwise
361. N/A
362. Our experience was that the bullying started when teacher was to relaxed in classroom. Let them do “whatever they want once the work gets done”. The work didn’t get done and the room defended into chaos which leaked out into playground.
363. Rewarding children with good attendance.
364. No homework, or minimum homework
365. No
366. Attendance officer
367. A no homework mandate for primary school until 5th class.
368. Getting friends involved in encouragement
369. Encourage all kids to play together that should be first thought at school no child left out or feel scarred going to school
370. Psychologist
371. Removing religion from the classroom
372. Children who have health issues are affected by the awards for perfect attendance, it’s an unfair way to award praise, children who try their best should be recognised too
373. No
374. Counselling service for children, I’ve had to take the child from school to seek this help. Better health services for children through the school years. I have three older children who have never seen a school dentist in all their time through school. Always paid privately and attended privately taking them from school
375. No
376. The lack of funding given to schools to employ SNAs 1 sna to 2 or 3 classes is disgraceful
377. N.A
378. We are fortunate our school are engaged and understanding it makes it easier for us to support the children to get to school it is not fear based. Community programmes like the family centre that help the whole family are excellent. Also I don't qualify for BTSCFA which is a huge financial strain so more funding for school trips and clothing

379. Befriending initiatives, anti bullying, no homework on at least 1-2 days a week, more art or relaxation built in, cooking classes, outdoor activities, more class excursions, more autonomy, bright spark initiatives, more chance to get involved in school activities that are not always offered fairly, more art competitions, skills coaching, a school play yearly, quizzes
380. No homework
381. More input from parents
382. No
383. Speech therapy and it therapy
384. Anti bullying training.
385. OT support in schools for children with autism, some schools have access but this is rare.
386. 4 day week and less homework, especially if children have after school activities
387. No
388. No
389. In school Occupational Therapist
390. I think maybe if the governemtn had not been so flipant and stupid about closing schools willy nilly during "covid" people would take it seriously. Family holidays and experiences are more important now.
391. An easy contact to discuss problems. Always through the app or so formal can be off putting.
392. Parents need to be held responsible for ensuring their children attend and not miss days for silly reasons
393. More availability of NEPs
394. MORE SNA'S!!!! Being proactive in mental health and emotional regulation and actually helping the kids. There are so many children in our school with additional needs and we have 0.5 hrs SNA. It's not enough.
395. I think covid is the reason behind the rise in absence , children missed out on too much school , the routine,structure and importance of school is lost. I personally think parents are at fault to for allowing their children to miss school for no good reason.
396. I can't think of any
397. Lets not put attendance pressure on parents. consider the child's results. some parents do think that as long as the child demonstrates satisfactory learning progress, it should be ok to have low attendance,within reason
398. Clean air (HEPA filters, opening windows, CO2 monitors etc.) in the school so that children pick up fewer illnesses. This is the only reason my son has ever missed school and it's caused him to miss 20 days this year so far.
399. School teacher ratio
400. No
401. No homework
402. Secular Education rather than segregating and isolating children from the wrong/different religions or atheists

403. Less homework pressure; Less criticism if child is late to school or a late child may prefer to just not go and avoid being told off, rather than just starting late.
404. Air filters to reduce illness
405. Na
406. No
407. Removing school uniforms - uniforms can create stress for children with sensory issues, in general can uncomfortable, create insecurities and a focus on image, inhibits the child's activity level and involvement in sports
408. I think the welcoming and relaxed environment and music playing in school in the morning on the yard really helps getting the kids into school into this happy environment.
409. Guidance for parents
410. N/A
411. Incentives like attendance certificates for "perfect attendance".
412. More creative approach to education
413. Should have dedicated well being lessons in primary. More frequent breaks between lessons. Ensure PE is compulsory. Dedicated calm time / well being session each day to unwind to help focus child
414. No
415. Activities to look forward to in school
416. Parents working together when there are bullying issues, a lot of parents don't want to get involved
417. Regular movement eg 10 minutes per hour built into the school day. Teaching and learning moving outside in fine weather. Better understanding of environmental over/ under stimulation. More varied teaching styles that work for students with varied skills eg changing topic hourly is very stressful and counter productive yo children who learn by exploring a subject matter fully.
418. Neps assememts done when teacher flags an issue
419. Other curriculum activities that teach life skills such as baking horse riding, sewing, gardening etc
420. it would be amazing if the schools had access to OTs and play therapist in school.
421. Active after school clubs for sports and music
422. Supports for parents - parenting courses
423. Adequate school bus places for all students
424. Education for parents to support them manage parenting and daily routine.
425. The HSE needs to start accepting that a huge number of children are suffering from Long Covid with a vast range of symptoms including extreme fatigue, constant headaches, brain fog, stomach pain, leg pain, the list goes on. Long Covid clinics need to be set up for children. It should also be mandatory for all schools to have Hepa filters in all classrooms. It has been shown in the UK that schools who have these have seen an increase in attendance because children are not catching as many bugs in school because of the clean air

426. If school is a fun place and kids enjoy it, it makes sense that attendance would improve
427. Washing machines for uniforms/showers..some children are embarrassed as home may not provide facilities for hygiene and laundry.
428. More parent teacher meetings
429. Buddy system - across different classes. Focus on wellbeing activities within the school day. More movement breaks for everyone. Outdoor learning. diverse way of teaching - not just in classroom sitting at a desk.
430. No homework
431. Schedule school breaks and midterms outside of usual calendar terms as commercial organisations capitalise on the opportunity to raise their prices
432. While I'm unaware of the scale of maybe what it is I feel that having support in school for kids to talk and express there feelings of well being could counteract a lot of the problems with school been difficult for some children
433. Access to occupational therapy at school.. increased communication between staff amd parents
434. No
435. No
436. No
437. Access to special classes with highly trained and experienced staff whom are warm kind and compassionate and have lots of empathy
438. School buses for the kids travelling from far
439. On site evaluations to determine which of a child's needs are not being met
440. Giving kids more choice over what their day looks like. Giving them more ways of learning that's fun. Get rid of homework and get them doing practical work.
441. Links between school and CAHMS/Primary Care/CDNT
442. Community support, sports or club involvement
443. none
444. non
445. Parenting support and education
446. Nothing above mentioned the importance of ensuring all children are treated respectfully, and not othered by the actual school and school staff. So much upset is unnecessarily created over the inclusion of religion during the school day. Staff telling children off in front of the class because they might be late sometimes, because their hair isn't tied up isn't productive and results in children not wanting to go back to school. Children not wanting to wear their badly fitting, uncomfortable uniforms, or not being allowed to wear a fleece over their uniforms when they got cold in class also did not make them want to go to school. They also got colds then and had to be kept home. But battling a child to go to school is enough. Parents shouldn't have to battle children to wear stuff they don't want to wear, etc... None of it is important. Maths and spelling should be the focus.

447. Dyslexia screening for all and from an early age
448. Options to attend alternative classes while religious services are taking place
449. Phase in back to school days
450. No
451. Free transport esp for infants
452. Asd children anxiety in mainstream with little support
453. Fun wellness activities like yoga, mindfulness, zumba,sports, different programmes and teaching techniques
454. More support for children so struggle academically
455. Proactive approach by school to identify barriers to attendance in a timely matter
456. Having friendly staff on the gates to welcome the children to school. It can be hard to leave parents during the younger years and having a friendly adult there has had a great positive impact
457. No homework. Kids do enough st school without having to come home and do homework.
458. Parents are under a lot of pressure getting kids to school and then getting to work. Anything that can help would be appreciated
459. In school supports (reduced day, morning jobs/responsibilities
460. Rewards e.g. attendance medal,certificate
461. None
462. Therapies available in school, teachers and ana being appropriate trained to work with people who are neurodivetgent
463. No
464. Awards for most attendance
465. My child has not been receiving her “brain breaks” or walks from class, time out in sensory area. I have raised this and not received correspondence
466. After school activities that interest KIDs-not what interests teachers!!!
467. Education on effects of screen time & poor sleep habits
468. School councilor and one to one meetings or 3Months check in witth parents and teachers to see progress of their children
469. After school activities. No homework, they do enough work during the day, they should be allowed to relax and complete practical tasks at home. Eg housework or dinner prep
470. Dog
471. Prize for attendance
472. Allowing them to choose where to sit
473. Increased NEPS / SENO support; timely completion of AON
474. Introducing allocated days for family events eg 3 floating days that don't go against the 20 allowed before tesla are informed
475. Let children understand that school is a treasure house of knowledge!
476. Assistance Dogs; being flexible; professional meetings to put together a plan; EWO support; having access to a chill out/quiet space (not just a sensory room- these have different functions); access to a smaller supported class group like Nurture Rooms

477. Hot school dinners, more funding for activities that the children enjoy as part of the curriculum eg swimming, music etc
478. Schools need to be able to exclude violent bullies
479. Stop indoctrinating children to the Catholic church during school hours. Parents don't want this, but don't get much of a choice.
480. Special Education/Learning Support/Additional Needs teacher role is very different to an SNA. Many don't need an SNA but do need that relationship with the support teacher whose training is very very different to an SNAs.
481. No
482. More interesting subjects,practical subjects learning skills!!!
483. Link attendance to child's allowance where reason for absences not verified
484. I really think the cost of living crisis is affecting parents hugely- I think grants or some sort of support would really help.
485. Children having a task or individual role in the school or classroom to provide a sense of responsibility and inclusion
486. School needs to be more fun
487. Productive activities for children who are not part of the Catholic religion to engage in during communion time, etc.
488. No
489. Change curriculum for dyslexic learners. It sucks
490. Special ed teacher support and sna support are 2 very different things. Both equally important.
491. None
492. Free after school activities as bot everyone can afford and let the children speak openly and honestly with repercussions
493. Worry box
494. Unknown
495. Set teacher
496. Less crowded classrooms, teaching assistants (this role needs to be created in all primary schools)
497. Psychologists in school to provide support to children who require it
498. Support from their school friend/s
499. Home school programmes to supplement / offset missing days to ensure children don't fall further behind
500. More neurodiverse aimed type of learning
501. Feeling accepted
502. Take Faith formation out of the school...it is a breach of children's rights and we are blue in the face saying it, no one is listening, they're pretending to but nothing has changed
503. making activities varied and have things to look forward to each.g a visiting dance teacher etc
504. Parents have to understand the importance of education. Maybe a fine system should be introduced. I am also annoyed that nothing/very little is happening in the month May, June. Hence parents take kids away on holiday

505. No Homework
506. Not punishing kids for when they're late. It's more often outside their control because they are relying on a grown up to get then there. -Less old school controlling and pedantic nit picking about uniforms, colour of socks, coats, hair, etc, etc. Let students be comfortable , uniforms with crests especially are a scam and kids who bully will find a reason to bully, uniform or not. -The Nuture programme implemented in some E.T.s sounds amazing and should be rolled out nationally. More neuroaffirmative training for all staff and recognition of the harm ABA causes.Seperate Church and State- all indoctrination and faith formation outside school hours. All schools are for kids in catchment , no kid othered for religion their parent practices or doesn't. We're storing up problems for our society by othering kids based on religion.N
507. Learning support teaching
508. Only about 2 of the above apply
509. Support for high IQ students... no resources for this
510. Our school does teach la cheala (probably spelt incorrectly). Basically before the school day starts the kids have 10-15 minutes to do what ever they want in class - read a book, play with some Lego, play chess, draw something, chat to thier friends, anything they want (within reason). Its a calmer way for them to start their morning and not be flustered starting the school day if they were running late.
511. A shake up of an outdated method of teaching much more outside learning and real life learning
512. yes complete eradication of homework, shortening school hours.
513. Nurture programme
514. Not for us thankfully
515. Financial penalties for parents of children who do not attend school
516. Social worker or similar liasing with parent, pupils and school
517. Confidential child liason - where a child can report issues in confidence and without consequence. Kids are afraid to tell their teacher about things in case there's retribution/they get into trouble. A child liason would provide the chance for kids to let adults know about problems that may be affecting their attendance
518. Speech and language therapy, play therapy, OT
519. Encourage parents to choose the local school near their house to reduce travelling required
520. Parents attitude
521. Put an end to bullying in school instead of "pushing it under a rug" let there be consequences for bullies instead of just saying don't do it again
522. Option to homeschool for short periods so kids can have other life experiences, similar to US set up. See previous answer of reasons they could miss school
523. Question 8 is irrelevant to anyone who respects their children’s wishes.
524. Additional literacy support

525. Reduced timetable and getting recommended accommodations put in place and been consistently followed through with.
526. Clean Air. Recognise the impact of sick days, kids loose track cannot catch up and are unable to cope. Cop on? Covid is ruining their ability to function it every reinfection is destroying their lives?
527. Expel boys who call children names like fat and n*****
528. School working with community / families to be more active at school / open days for parents to participate on kids activities
529. good communication with parents
530. Stop bringing in topics that go against science and best practice. Ie gender identity
531. Parent education, school environment and a positive atmosphere
532. Play Therapist
533. Ensuring children have a friend in class. My son has needs and is left alone during playtime. Having a sick day programme to work from home helps mine keep on top of work and lessons. Online resources for sick days ensure virus are not spreading out of control.
534. N/A
535. n/a
536. Parents should be asked by school to fill in feedback form on a regular basis. The results should be reviewed by school management board.
537. no
538. Obviously none of these take sickness contagion into account; so improved ventilation and air filtration (CR boxes or otherwise) would make a big difference overall
539. Fun days. No uniform
540. no homework, kids with no homework done or difficulty in completing it are less likely to want to go to school
541. Support gifted children
542. No
543. Reduced emphasis on homework especially for younger kids
544. Peers
545. More Educational Welfare Officers and a willingness to prosecute parents for failing to fulfill their duty to send their child to school would be helpful in forcing parents to do so. Changing the legislation from 6 years old to as soon as the child enters primary education would also help to stop attendance issues becoming chronic
546. No
547. No
548. Transport
549. Programme to show each student the effects of bullying and how it destroys lives. Also to let them know the fact it is a crime.
550. Communication is key. Finding out why the child isn't attending and than working in conjunction with parents to assess the needs of the child in a fair and diplomatic way
551. No
552. Child autonomy - listen to child's needs & concerns

553. Probably comes in under school completion but extra curricular/ fun activities/community projects really motivate my children to go in. As do the behavioural climate in the class and the sense of "fun" in the teacher. School should be fun
554. No
555. Allowance of a certain amount of days for holidays.
556. More staff such as classroom assistants to help children and give them inidividual attention.
557. Should be an SNA in each class as lots of children with additional needs but no diagnosis
558. A different form.of awards is needed at end of school year it us very unfair on a child who has missed time from school due to sickness .
559. clear communication
560. To be given work that is suitable to her learning
561. More rewards at school for the good kids. Disruptive kids get more special attention
562. I think more afterschool activities are important. The children won't see school as just a place of academic
563. No
564. No
565. assistance with accommodating my child's needs as he has been unwell for 5 months now. offering assistance re home work or extra work as he has missed so much. just contact with me in general.
566. extra curricular activities done through school on school grounds after school e.g acting, sports, music done at school or with school friends rather than outside school arranged by individual parents Less paperwork for teachers & schools
567. Too much homework especially when the weather is good because we don't get too much off it
568. It coild really help if parancs does not allow theyr kids when they have Simptomps of Illnes. So they dont spread.
569. No
570. N/A
571. N/A
572. More special needs assistance for children with dyslexia, etc.
573. More support for children considered to have special needs and more appointments for schools as I have been told I will have to go private as other children considered worse off and more needing of the only support they can offer
574. I want my child to attend Grinds for maths and Irish. As I feel this will be very helpful when starting the next school year in primary but his mother is in dissagreement
575. Socialising activities. Friendship building programme. What a good friendship looks like. What a toxic friendship looks like. Exclusion of peers is a big problem in schools i.e. bullying by exclusion. The schools need to understand bullying is not always physical are verbal. It's often mental and emotional

576. More activities for kids at school and after school free of charge
577. The parents are key. Imagine not mentioning them as a key role in attending school. The parents are the most important factor in attending school.
578. Jo
579. Parents are responsible for their children
580. More support for dyslexic children as they are constantly over looked
581. Support outside school such as CAMHS needs to be got on time. My daughter has been kn the list for nearly years, the longer she us out of school, the harder it is to get her back. Waiting lists for support are taking for too long.
582. Occupational therapist , physiotherapist physiotherapist speech in language therapist , an understanding of nerodivergent students
583. Occupational therapy in school, psychologist in school environment permanently.
584. More rest periods during the day. Safe places in the school to rest or decompress, bean bags and soft area.
585. Holiday plans are always very expensive when schools are closed. Flexible holidays would be a better option but unlikely to work as it would take a lot of organising. Holidays companies exploit this.
586. Less homework or none at all so after school clubs focus on physical activity
587. Occupational therapist in house for all schools to help child and parents
588. Support from OT, SLT and other therapies .
589. Smaller class sizes
590. Adequate class placement ie in an AUTISM CLASS or adequate supports ie ANA access or SET time. Only 30 mins ANA time given and 30 mins SENCO time. Disgraceful
591. Flexible attendance with a clear safety plan should be a right not a fight for special needs children who are medically vulnerable or fall ill often from the very environment they are required to attend.They need protection not pressure.I will keep saying this- compassion not compliance.How can a special needs already carrying so much and who is constantly getting sick be expected to thrive let alone learn?
592. A really kind and engaged teacher makes all the difference
593. No
594. Schools should stop having fixed mid term break dates and be allowed to choose them themselves. This will stop hotels pricing families out of holidays during mid term as the dates will not be predictable
595. None
596. supports for parents who are struggling
597. Comprehensive anti bullying support and strict guidelines around phones/social media for primary school in particular to minimise bullying.
598. N/A
599. Fines at source for parents who don't send their children to school
600. No
601. No

602. I know from ourselves wen my son was out we asked for the homework etc
603. If he wasn't aware or feel different with his struggles
604. Doing subjects that interest the children and are applicable in this day and age
605. The attendance drives that you are currently running ie small prizes for attendance
606. School buses
607. I think the teachers are givent too much to do so don't have time to create a bond with the kids or work on the relationship, support for the teacher through sna's, shared admin /teacher support, maybe not just 1 teacher in primary as it affects their whole year if they don't get on so maybe job share or different teachers for different subjects so students have more options to talk to someone they feel comfortable with and who has the time to talk to them
608. No
609. Communication and respect
610. Na
611. Increase of Neps Support in School
612. No
613. She attends every day with exceptional for holidays and work related absences.
614. All staff having adequate training in trauma and a deeper understanding of children’s needs and behaviour being communication
615. Definitely a school completion programme
616. Paying for in school activities
617. Culture and religion important
618. No supports needed. Cut child benefit from parents who do not bring children who are not sick to school.
619. Triggered parking so parents won't be late
620. No
621. Parental support/training
622. No
623. N/A
624. Health related supports
625. A Therapy dog, dedicated nurture space where children can start the day in a home away from home setting.
626. Patents need support with their mental health..often parents anxiety is transferred to child
627. High achiever Programme, no support in school
628. More SNA and Resource support. There is not nearly enough
629. Nil
630. Better teaching structure. Outdated way of teaching hasn't changed in decades
631. Mental health support for children in school. Child friendly mental health course and course on anxiety for parents and teachers.

632. Foster positive relationships among students, peer to peer support, and successful behaviour support programmes (restorative justice etc)
633. Make it fun
634. Yes the main reason children are absent are health reasons, parents with sick children not wanting to infect the whole class. Sick children shouldn't be lumped in the same as other absences.
635. Co curricular activities
636. Additional community services for parents who have to work full time. For example: early-school drop off for childcare before 9am and after school homework club and or creche for younger children available 5 days to working parents that is subsidised.
637. Training for teachers to understand ND and how best to support kids that need it.
638. Enhanced communications and recognising children that require additional support
639. Schools need to change their mindset about supporting learning needs- look at third level different approach to accommodations
640. More resources!/times given to schemes like check and connect, more AEN hours awarded school
641. Every teacher should have a teacher assistant in the room.
642. Regular parent teacher meetings
643. That school opening hours are facilitated to suit working parents and at least opening the school gates before 9.10am even 8.50am would be a massive help in getting children to school
644. A school bus ticket for every child that requires one and that it is managed appropriately. The current system is flawed and allows allocation of tickets to those not in need to get to and from school
645. Starts in preschool, building child confidence & socialisation skills and working with parents
646. Schools having the capacity to call a joint protocol meeting for supporting children with additional needs. Schools implementing Tuslas Meitheal model where they identify a child shows early signs of attendance issues
647. A buddy system in place for kids who struggle with entering the building
648. incentives for attendance
649. Movement breaks
650. More physical exercise= more chance to let off steam and nervous energy.
651. School being a more sensory friendly environment.
652. Hscl running information classes for parents
653. No
654. Not making children do music if they have no interest in it
655. No
656. no
657. Have teachers who are good at their job
658. No

659. No homework
660. N/a
661. Hot lunches for all schools including secondary schools
662. More lessons outside classroom, more tours.
663. No
664. Guest speakers at the school highlighting the importance of school environment via practical and real examples
665. Empathy, understanding the effects of a controlled school environment on some children
666. No
667. Make them understand the importance of study and becoming a good citizen of this Nation
668. Play therapy
669. Access to an ASD class, supports for autistic children that sort have intellectual disabilities bur hugely struggle with anxiety
670. Meditation or some sort of help for kids who suffer at times I find there is nothing like this in anybody schools which is sad really.
671. Focus groups with students. Attendance rewards
672. No
673. School clubs
674. Parents should be punished financially if a child misses more than 10 days without a valid reason. It is the parent fault, not the child's.
675. Support for children who are gifted and doing really well above their years as my son is one and can find school boring at times they need a challengie
676. Talk to children, get their thoughts on school attendance and absence
677. A Buddy system like they do for junior infants
678. No
679. Educating parents on the importance of school attendance.
680. All covered above
681. A good teacher helps a lot there love and support and guidance goes a long way.
682. A school nurse or a regularly visiting school dr/ nurse trained. Identifinv health issues before they become chronic would be helpful
683. More surveys within the school to see how parents and children feel, student councils within the school mental health and well being days
684. Junior and senior need to feel school is fun and team building exercises to support friendship building
685. Positive reinforcement- stickers, golden tickets etc
686. Making parents more accountable
687. Flexibility and accommodations for children with ASD, PDA etc and proper teacher training re same
688. Not for myself
689. Car Pool
690. Parents being accountable for absence

691. Whole school approach. What is preached by the principal will feed into the whole school. More physical education esp in the good weather. Kids become more lethargic in the heat and class
692. Checking out Sorch Rice OT she knows all about how to help our kids
693. Above list is useless.
694. Including parents more in the class so families can build a rapport with other families in class.
695. School staff being made aware of masking and how it affects our children's mental health. I've been parent shamed and made out like I'm the issue when I've spoken about what the effects are of them masking in school. There's melt downs as soon as they get home, there's the constant pleading not to go into school. They want the security and safeness of being in their safe place l(home)The teachers receiving resources and training around working with neurodivergent children. Taking the pressure off the students if they're not feeling up to the task at hand. Whole class movement breaks.
696. No
697. School meals. School uniform cleaning if applicable
698. Classroom experience designed in cooperation with the children (co design) collaborative not punitive. It's always connections understanding and basic respect
699. Buddy system from 5th and 6th class children may help
700. A principal dedicated to the task of being a principal and not having to divide time between teaching and principal duties. The chopping and changing is very difficult particularly on neurodiverse children. It is an added pressure on them to- which can lead to school refusal.
701. No
702. A pleasant school environment free of fear and judgement
703. sports activites
704. A neurodiversity affirming environment, no rewards for good attendance (it's not a competition), an environment where they can be themselves without fear and where they are listened to and understood
705. Better link with EWO to encourage parents by home visits and finding out the reasons. Not have insane flight prices during school holidays as this is the biggest issue in non DEIS school
706. Transport to schools (school bus)
707. programs for gifted children at all schools, as my younger son goes to a small school, the support is limited and the resources they have is allocated to children falling behind and not those who are gifted and unchallenged.
708. Gardening , growing vegetables,
709. School transport for all children.
710. Free period products in school some girls are getting them as early as 5th class and sometime the toilets they use don't have hygiene bins
711. Less frequent talk about the need to do well in exams etc. Regulation time. Quiet areas. Option to work on projects you are interested in .smaller classes. Allow flexi schooling

712. Special activities after school might help even once a week like learning to play musical instruments, arts teaching kids how to draw/paint, teaching them to sing etc. Actvities that will develop camaraderie among kids.
713. Having a nice kind teacher
714. Nurture trained staff, trauma informed practises, nuero affirmative environment, understanding of diversity and sensory issues, play therapy in all schools
715. no religion school different learning approaches
716. Buddy system. Opportunities to make friend groups.
717. Education for parents on food for their kids and how important it is to do homework regularly.
718. More outdoor learning/play, HEPA filters in classrooms, improved ventilation, no sick rule in terms of children attending school while sick
719. More inclusive environments through training mainstream students about how to approach inclusion
720. Change the time to 9 o clock instead of 8.40, Treats for kids on attendance do something on a Friday for the class trying to be in all week a trip of they have been in most of the month or a voucher for smyths or something like that
721. Breyer school management
722. More activities or engaging activities that teach children how to help and support each other, also much more time talking to children about the effects bullying and being mean to other children have on each other
723. Recently a liason who deals with emotions was introduced to our school. I think this is great as it helps children understand emotions a little better. I think every class in every school should have this. It great to have it as a group but could also be introduced to smaller groups so they learn as a group but in smaller groups would be able to speak freely. For children that are the bullies, this could help them understand empathy or for kids that might be on the spectrum of adhd or autism but their parents may not have a diagnosis this is a great facility. Also for those being bullied it may help them express themselves better.
724. Organised Lunchtime activities so that children aren't just out in yard being subjected to bullying - they can go and do other things to get away from the bullies.
725. Youth groups for the child to socialise and be included
726. Attendance initiatives
727. Better education for principals and teachers about neurodivergent individuals.
728. Make the curriculum more fun
729. Access to therapies (whether in or out of school)
730. Support for parents dealing with bad teachers when the school won't listen
731. Childcare on site for before and after school and cheaper options
732. School inspectors
733. Take religion out of the classroom! It others kids and excludes them in a way that would not be acceptable for any other reason!!!

734. friends
735. Teachers trained in special needs and not just stereotyped needs and behaviours. More snas in every school and 1 to 1 where needed.
736. No
737. Staff training around trauma informed care, behavioural difficulties
738. No
739. 4 day week or 1 shorter day per week in primary school
740. No.
741. Help with homework.
742. Prizes. Attendance awards.
743. A hybrid program, allowing students to do schoolwork from home without being counted absent for children with chronic illness and other issues that discourage them from attending school
744. More engaging work or projects. Particularly for 6th class kids. To help the transition to post-primary school.
745. no
746. Parent, teacher liaison for kids who are having a tough time at home
747. No
748. No
749. holiday companies not taking the absolute mick - loading on premium prices to school holidays
750. Early intervention
751. No
752. Older children who could mentor younger children
753. No
754. Better training of teachers about neurodivergent children and understanding masking and school burnout
755. No
756. Assistance Dogs
757. Get the teachers excited about teaching the kids.
758. Greater involvement of outside agencies within primary schools eg. Speech therapists, psychologists, occupational therapists...to support children in accessing the curriculum (and indeed all aspects of school life) at their level.
759. Less homework
760. Nurture room as a stepping stone back into school
761. No
762. After school support
763. Strong student teacher relationship
764. Nurture program/room seems very effective for anxious students
765. Short list of supports in area. Social stories provided by school (to parents?) to cover different scenarios.
766. Occupational therapy supports being available
767. Support for ill loan parents
768. Parents should have the children’s allowance reduced if a child misses too much school
769. Parents at home are the main support

770. Not having to observe the religion of a school, if provisions are put in place to supervise and EDUCATE children during all school hours and not exclude those who are opted out of religion. Keep religious education outside of school hours. Have the number of schools that are non/multi denominational better match the number of people in the community who are "not catholic".
771. Religion taken out of school
772. Financial support for parents who don’t qualify for back to school etc, we have 4 kids and get no help
773. Removing Catholic instruction so my children are not excluded on a daily basis. The amount of time my child has been forced to miss due to communion preparation is a disgrace
774. Stop ostracizing 'opted out' children - 30 mins of boredom per day with no structured activities.
775. Moving religious instruction outside school hours
776. Encouragement, rewards
777. Provide for religious related activities out of school time. As I discovered this week, sacrment preparation is not confined to the sacrement classrs
778. Parents scheduling holidays during school holidays rather than availing of cheap flights during term.
779. I haven't answered above as it's not relevant to us
780. No
781. school nurse provision
782. Shorter school days, choice of learning. More play based learning.
783. Training for teachers to understand trauma and stress responses. Smaller classes so teachers are less stressed and therefore shout less. More SNAs so teachers have real support when teaching classes with several kids with complex needs in it. And additional needs classes for children other than those with an autism diagnosis, it is not the only disability
784. Providing meaningful and engaging curriculum activities for children opted out of religionopted
785. A readily available Nurse or Dr who can tell me whether my child is too contagious or not to attend school.
786. Actual educational work to focus on when religious education is taking place, so those who are not partaking are not just colouring or wasting time.
787. Education on differing presentations and strategies that work for neurodivergence for all school staff and a radical change in the authoritarian teaching styles and environment to a more accepting, non judgemental style as adopted by parents of neurodivergent children who have been instructed to radically change their parenting style by psychologists/CAMHS/psychiatrists. Schools seem to be lagging behind on all the information and guidance we are given as parents from the HSE.
788. Adequate provisions for children opted out of faith formation/religion.
789. Yes moving religion class in primary school which has a sole aim of indoctrinating kids in Catholicism to outside of core school hours like an after school class or a weekend class. Replace this with a subject to learn about all religions and none and general ethics lessons

790. Move religion out of school
791. No
792. Take religious education out of schools
793. Smaller classroom sizes so that school staff have a better idea of what's going on with each child, and give each child in their class more attention and support
794. More training and understanding for the teachers in understanding anxiety based school refusal/avoidance. Teachers need to become more welcoming and less formidable particularly in secondary school. It's the number one reason my son started to refuse to go to school-teachers being to formidable and intimidating. There needs to be a massive change in teacher training.
795. N/a
796. School lunches
797. Already said but MORE SNAs in schools
798. SENO. The school didn't understand what a sensory break was, how to use sna and advocated for parent and child. Youth worker also advocated and validated child and parent.
799. Teachers who are better regulated and fairer. Teachers rely on punishment to get kids to behave and some also use punishment to try and motivate kids to do work (which is mental). There needs to be some serious education and upskilling for teachers in how to treat children like human beings and not dogs
800. Building more social and resilience skills i to curriculum
801. Sensory environment audit. Bullying management policies. Monitoring teachers to be less critical and shout less.
802. Rewards if attend a certain number of days.
803. More emphasis on the importance of education rather than the school taking children out of school. The importance of educations seems to be downgraded by some teachers.
804. Moving religious instruction to outside of school hours; support for working parents in the form of starting school at an earlier time and providing after school supervision
805. Principle and staff ignoring the issues. Aren't held accountable
806. My child's neurodivergence has not been supported due to government cut backs
807. Proper supervision during school mass
808. A better understanding by staff of neuro diversity and the struggles that come with it
809. A policy for children who are opted out of religious studies. I think it's important that they feel considered and respected. It's valuable learning time for these kids and would be great if schools were truly inclusive
810. Huge delays in Assessment of Need
811. Move to an opt-in model for religious indoctrination, and provide it outside of core hours

812. Blended learning when children can access curriculum and do it at home instead of going into school when needed.
813. Regular teacher observations do we can get rid of the teachers who bully kids. There is no checks fur teachers and even complaining to Principal doesn't help as there is nothing they can do.
814. No
815. Make sure kids are interested and occupied during classes. For that the class size needs to be cut dramatically. Having 27 kids in a class is a ridiculous nonsense! It's government's responsiblity to have adequate class sizes by employeeng more teachers. 16-18 kids per class is more reasonable. Smaller class size equals better engagement, better trouble shooting, happier kids, better attendance. Government should be doing something about this immediately.
816. More awareness of neurodiversity with inclusion within the schools.
817. Building a culture across parents in the school to limit technology like the PATI programme by Richard Hogan. We find being on Parents Association when we organise talks, parents don't attend. don't
818. An understanding of neuro diversity and it's impact on pupil's especially those with PDA and other profile's that are misunderstood
819. There needs to be consequences for not attending. Especially in mainstream relatively affluent schools where a lot of the absences seem to relate to holidays and sets a very poor atmosphere
820. Take religion out of the schools and focus on education
821. Rewards/ activities programme
822. Family awareness of the importance of education
823. Separate religion from school, adequate ventilation in classrooms to minimise risks of infection
824. No
825. No
826. Alternative activities for children who are non religious in religious ethos schools
827. No
828. Making uniforms all tracksuits and no crests
829. Reward children - give a goal towards full attendance
830. Support for parents of pupils who don’t want to attend school
831. A school community counseler or play therapist might be an idea.
832. No
833. Support from the child's caregivers
834. No
835. No
836. Properly funding schools so PCs aren’t constantly asking for money
837. Children's home work to be shortened and srop with giving lines to children
838. Removing religion from the classroom. Less children feel ostracised
839. Calling out or naming what acceptable behaviour looks like versus unacceptable behaviour to the children. These lines can be fuzzy.

840. Provision of proper alternative to religious instruction
841. I believe all schools should be mandated to provide both breakfast and after school clubs which are supported financially thought government funding. This would truly enable parents to work and support their families. It is common practice is other countries so why not Ireland?
842. no
843. flexibility around uniforms - not all kids fit the 'trousers / shirt / skirt / blouse mould
844. Family
845. ENSURE ALL CHILDREN GET ACCESS TO SCHOOL BUS
846. Maybe a phone call or a meeting to attend a sit down meeting
847. No
848. None
849. can we be given time to take family holidays at the cheaper times?
850. 0
851. Uniform Subsidy, class clubs
852. In some instances school attendance requires a shift in parental values. Parent programs.
853. Removing religious faith formation from school hours and holding after school or Sunday school classes (not run by teachers), and parents & the church people rightly taking full responsibility instead of teachers
854. Appropriate and supportive environment/tools to support children with sensory, additional needs or who are neuro diverse - e.g. sensory rooms, movement breaks/trampoline. Access to special classes/designated places in ASD classes if required.
855. Stop homework for primary school. Prioritise in class learning.
856. Less bullying. More inclusion. Options to bring in something comforting
857. No
858. Movement breaks..sensory rooms...playground support
859. School funding grinds for children who struggle
860. Making school yards more child friendly e.g. play ground, garden
861. More places afterschool. On waiting list for 2 years
862. S&L & OT provided in ASD Classes
863. Building more resilience in students
864. Inclusivity. Religion during school hours and children needing to opt-out is not inclusive. Not celebrating Pride is not inclusive.
865. Healthy peer relationships are critical in determining attendance outcomes. Programmes to support this such as restorative justice style workshops for conflict resolution, compassion and empathy building etc. understanding differences. Building resilience.
866. its very much depending on the reason why they are not attending
867. Other family members
868. Play therapist, GAA/Rugby/ Soccer coaching sessions within a term
869. Yes- Educate and support the parents on importance of why school is important & can be an open door away from poverty for next generation, all whilst putting practical supports in place to supplanted it

870. Free gp care for all children, access to timely assessment of need, cut waiting lists for primary care and CDNT, move religion outside of school hours
871. School support dog
872. More sports programmes or non standard subjects that could keep children interested
873. Extra curricular activities like soccer blitz at break time. Crochet club. Arts and crafts club. Chess clubs etc
874. In my own opinion the anxiety and depression levels of children are very high for a number of different reasons. I think having a designated person and school counselor to link in with children make sure home/school life are all ok and they are handling the pressures. Also in my case homework is a huge bone of contention here and she struggles with it so much so if she feels it's not perfect she won't want to go to school for fear of being given out too or that the other kids homework is better than hers because she feels she's the stupid one in the class.
875. Regular visits and talks by the gardai doctors on staying safe healthy how to support each other
876. No
877. Flexibility in curriculum to support pupils with emotional needs. Psychological support, support animals.
878. Teachers and principle be more involved and getting bullying sorted when needed
879. No homework
880. NA
881. More fun days
882. No
883. Na
884. 5-10 above I don't think are any help
885. Peer discussions regarding friendships, anonymous bullying questionnaire once a month where children can put down their name or of a peer that is being bullied and/or being excluded. Could also be an anonymous box.
886. In school counselling one to one for children finding it hard to cope.
887. supports for children with special needs and medical issues, more sna's, more resources, actual schools they could attend since my son had no school place for 2 yrs and was sat at home with me, no one came to help us then, its hilarious the simple simon goverment are trying to figure out ways to encourage kids to attend schools when there isnt even enough schools around for the growing numbers of children and none for special needs kids!
888. No homework
889. It's a societal problem. Parents don't have the flexibility to stay home when their kids are sick so they throw them onto school, thus more children get sick. Schools should be able to insist unwell children are not allowed attend school and parents should be pulled up on it. It's the same parents all the time
890. Not sure

891. Giving the school calendar for the following year out before the end of the school year to allow parents to book holidays in the school holidays instead of having to guess. My kids will miss school as we booked our holiday for this year last summer. Our school refuses to give the calendar out in advance.
892. Social community spirit - fun activities.
893. N/A
894. Extra curricular games etc
895. By having a school bus to take children school as this will benefit both the children and parents who live a good bit of a walk away from the school and also making parents aware of the service available.
896. No
897. Yes
898. No
899. Each school getting anonymous feedback from parents periodically on the reasons why their children don't want to come to school. Looking through can help find recurring reasons and help in addressing the right issueschool
900. OT or Play Therapist availability at the school
901. additional movement breaks, life experience class example cooking as part of curriculum
902. OT
903. Supports and guidance for parents on how to manage mental health issues
904. better anti-bullying policy
905. No
906. Regular communication from the school to the parent and the child regarding how they are getting on. One parent teacher meeting a year is ridiculously low. Having to go through a convuloted process to get a meeting with the teacher is not helpful either. Weekly updates - even just a one liner - to check in would be very helpful
907. No
908. More sports or group activities
909. In school incentives/ treats for attendance if necessary
910. Teacher should help kids to understand lessons, if not explain them.
911. No
912. School transport
913. having more PE sessions in the week. currently ours only has 1 per week and sometimes it gets postponed for various reasons. He does be well disappointed when he misses pe. I think also a better plan/structure for what a teacher does in pe as sometimes the games / exercises are boring i'm told! A Fun activity maybe every Monday as this is usually a difficult day for children to get back into school work etc..
914. Parental support. Parents need to spend more time with their children. And reduce the time spent online and playing videogames.

915. Addressing the issue with parents immediately rather than letting it happen repeatedly without contacting the parents. The same should be done for arriving late. Both situations show a bad example to all students. Programs like the ones which reward students for being on time give the wrong message, i.e. that if you are on time you shoud be rewarded. It should be a given and a must. Instead, those who are not on time should be called out. Again, it gives the wrong message to those who DO follow the ruless.in other words, there is a rule and it should be enforced. Because it is not enforced, we have the problems we have.
916. No
917. Better school bus service - currently 30min walk to bus stop seen as acceptable
918. Their peers
919. Hearing from children in secondary school or people who are out working who also didn't find primary school easy but when they moved on to another setting that that setting suited them better
920. -
921. No
922. Our schools need therapists, every school needs a Nurture room, the level of anxiety and trauma responses in our schools is at an all time high. Our kids need the services on campus, in a safe place, therapists should be assigned to every school (for small schools perhaps cluster them) but they should all have access,
923. Tastefull food in canteen
924. No
925. Less pressure
926. Teachers explaining work/homework better as sometimes a child will pick it up wrong and answer wrong not all teachers some.
927. Active learning, more hands on fun activities, outdoor learning, student agency around what interests them and how they learn best
928. N/A
929. No
930. I feel this is more important for secondary
931. Overall Screen time problem solving
932. less homework and more fun/outdoor activities. more movement breaks and project work/hands on activities
933. Better comunication and understanding between teachers and foreign pupils.
934. Parenting Program Courses
935. More understanding is needed for children of divorced, co parenting parents.
936. Special Training for mainstream teachers on signs of struggles due to possible neuro divergence
937. Timely assessment of needs, adequate support, positive scholarship atmosphere, suspension of trouble makers
938. Less homework pressure in primary school
939. Anti bullying rules, friendship benches

940. A school bus regardless of how many are on it less homework
941. Allowing children to take time without pressuring parents and children into attending school every day
942. Assistance for learning for children with no learning disabilities who may be struggling with subjects
943. A non punitive/ non- judgemental and empathetic environment
944. From my personal experience of this, once the child is in school, everything is fine, it's trying to get the child up in the mornings. That is the first step and the most difficult one, I think students need ongoing support around sleep hygiene and while that is the parents job, if there was a programme in school to help it would be great. I could talk to the child all day about it but if the child heard about it in school it would have more impact. Support for parent/s and guardian/s is needed. This is an issue we have no experience of, how to parent/support a child with severe anxiety, school avoidance
945. Better training education and awareness for staff
946. I feel it's being taken out of context if a child is sick or tired what are you meant to do
947. Regular communication from the school regarding my child would be helpful. Traditionally, school reports are emailed to parents in the afternoon of the final day of school when the students have gone home and there is nobody in the school to speak to. My children have not had any major difficulties in school but I find it worrying and unprofessional that school staff would behave in this way with parents.

Q11. If "other", please tell us who?

1.Allied Health Professionals in the school
2.Maybe coaches trusted respected adults
3.Everyone plays a role in making school enjoyable, safe, meaninful
4.the parents and the class teacher need to work together .
5.Possibly a community support group for kids to meet.
6.School
7.Local bus drivers, lollipop ladies, libraries, councils(housing and transport routes)
8.Phycologist
9.GPs, doctors
10. Assistance dogs greeting pupils at the school entrance
11. I don't know, he won't listen to me and if his grandparents found out how much he's missed, they would be very disappointed in him and he'd hate that. I hate lieing to them about it too. Maybe a sports person, or a emergency service representative. Someone/something the child has an interest in.
12. My sisters child misses a lot of school. There is nothing we can do, and nowhere I know of to highlight/report this issue.She is now being offered July provision but it will only be accepted if a teacher comes to their house, apparently it's "just a punishment" if she has to go to school in July.

13. Cousins the same age or similar age in same school
14. Teachers and Principals who care, trustworthy, and are fair.
15. Cousins
16. Older school pupil acting as mentors and peer support
17. School work should be done during school hours only. Homework should no longer be a thing.
18. More parents are considering home educating now because the system is failing children.
19. Any adult the child has good rapport with.
20. Class mates - more education on kids feelings & how being excluded is negative would be great
21. Teachers
22. Government, Department of education with policies on homework
23. Teacher/school home liason officer
24. N/A
25. Aunt
26. Ancillary staff
27. Home tutor
28. Childminders
29. Parental peers - other parents who can empathize with how difficult it is to have a child who refuses to go to school.
30. More CDNT staff in schools
31. Teachers being friendly
32. Teachers , SNA
33. Special needs teachers, SNAs
34. Any outside organisations involved with the family.
35. NA
36. Other parents could get involved and pool resources
37. Government to change the curriculum to suit everyone
38. As a parent of 2 children who struggle with the demands of the school environment, I feel that this is a much wider topic than what this survey can cover. Attendance issues are not just about supporting children to go to school, it's about looking at what are the reasons for the child not attending.
39. See above, financial.cost of going away outside of school term. We always have to book holidays during school term.
40. trained people in empathy and compassionionate communication skills
41. Social carers/workers
42. Teachers in a compassionate way saying they are so looking forward to seeing them tomorrow etc or asking them to help them. Kids like to be of service.
43. Teachers
44. Therapists and qualified professionals.
45. Family liason. Maybe family's finding it hard but can't talk about it or admit they need help
46. Online classrooms should still be an option like during COVID, for those who find attendance difficult

47. Local community- like visit of the local handyman , doing DIY with older children, the local garda piping to say hello and showing tips for road safety
48. teacher
49. None
50. Community
51. home liasion officer
52. Adequate access to primary care services for children.
53. School staff, teacher, principal or other dedicated staff members (like a Mental Health Counsellor in schools that check in with all pupils).
54. Sports clubs promoting the importance of school attendance
55. School liason person
56. School counsellor, Social Care Workers (professional trained), Special Education Teachers, SNA's, teachers already takin care of a class of 10-30 pupils have enough to be doing. Floating support workers, with the addition of TRAINED social care workers available to support attendance
57. Governmental policy for working parents
58. Health Care Professionals. There is a huge disjoin between education and health care services. e.g. our son's consultant wrote a letter saying that our son needs to be able to access breaks when HE needs them to avoid overwhelm leading to school avoidance but the school can't give him breaks as he can't be left unsupervised and they dont have anyone to supervise him.
59. Teachers also pencourage attendance
60. Snas/class teachers
61. The government reduce demands. Acknowledge kids as kids.
62. SENOs
63. I take offence to 'better attendance'. As if the attendance is a choice and is more important than the child's welfare. You are asking the wrong quesuioms
64. Teacher
65. Teacher making it a fun and safe environment
66. Community supports, transport
67. Older students in the school - school buddy system
68. Childminders
69. Medical appointments for kids should be in the afternoons, and not always in the mor ings. My kids have missed alot of school going to CUH Temple Street Appointments. Not fair on the children to miss so much, AND teachers are primed NOT to help with missed work. I think it must be a teachers union thing. They won't help me catch up the work with my kids.
70. Teachers but not in an interview way, more of a we missed you, we'd love to see more of you way
71. Wider family-aunts and uncles and cousins who have a good attitude towards school. Nobody loves it all the time,but it should be an important place of learning with other children
72. Sports clubs
73. Church community

74. Personally, I can’t say. Sick days are sick days. All children will be sick at times as their immune systems develop. A one size fits all approach will not work.
75. Guardian, mentor etc
76. School
77. Therapists
78. The Goverment through proper supports.
79. Primary care, CDNT, NEPs - most of these services are currently not accessible to children or are non existent
80. Footballers
81. Principal - ensuring the school is well managed thus attracting better quality teachers & developing a high achievers programme & less wasted days from mid may to the end of june
82. Recognising that it might be too much for a child to attend school at the detriment of his or her mental health especially for neurodivergent children
83. Therapy
84. role models
85. parents only - no other support
86. What?
87. The people and institutions responsible for building the new (actual) school
88. Cousins
89. Neighbours or others you meant can have an impact especially in what they say
90. Employers. Remote working
91. Family friends
92. SENO, NCSE supports for language and OT
93. Sna support
94. Inclusion, respect, kindness, stop tolerating bullying behaviour
95. Aunts, uncles cousins etc
96. Less attendance is quite okay too. They teachers are barely competent loons
97. Therapists
98. Free sport and activities for those who may not financially be able to do so
99. Teaching staff
100. School to understand and acknowledge feels children have around school refusal - school dismissive of real feelings of kids around bullying, teasing etc
101. All these people support. Family does everything we can to support attendance.
102. Neighbours/Community
103. Community support

104. Perhaps there needs to be some realisation the importance of travel for broadening children's horizons and also current social challenges that families are experiencing. There has never been more pressure on families to juggle many balls in the air. Working parents are under huge pressure in current society to meet many competing demands. Teachers often appear to have no appreciation of what it is like to juggle full time work to keep bills paid, look after other family members with life and health issues and also be available to juggle school fands such as travel to sporting events being organised by schools.
105. Engaged teachers
106. I believe we need more Democratic schools where children who have difficulty attending mainstream school feel comfortable and safe.
107. The SENO
108. There is no one else. Who do you mean? We parents are the only ones who help in the moment. Access to properly resourced CDNTs would be a good start as OTs can help families and schools.
109. Mentors (older students in the school)
110. See above, when children are excluded,they are less likely to want to attend
111. Other professionals like play therapists, OTs if school environment is providing sensory challenges, psychology supports schools need much much more NEPS psychologists there needs to be alternative pathways for post graduate/ mature students to qualify via distance learning etc huge pool of people with life experience who would love to do this field of work but are not able to uproot their families to move to areas where courses are provided
112. N/A
113. The dept of Education and Minister to move sacrements out of school. My children are bullied because they are opted out. This is by design as dept washes thrir hands of opted-out kids.
114. Everyone should.
115. A bus driver and a bus
116. The government
117. Good role models in the community or within activities children participate promoting the value of education.
118. The government
119. Children do well if they can, and there’s very little that people outside of school can do to change the fact that school feels unsafe and unsuitable for many of our children. Change needs to come from within schools and the education system.
120. Aunts/Uncles, childminder
121. The whole community
122. Staff in school that can spot a child with school refusal trying to come in with their parent and go out to help encourage the child to come in. It's often very distressing for the parents and they need reassurance that their child will be ok.
123. Government needs to work with schools to provide better resources and education for teachers around the issues mentioned in 9.
124. School staff

123. Government needs to work with schools to provide better resources and education for teachers around the issues mentioned in 9.
124. School staff
125. A hybrid education system, for children who struggle with the school environment.
126. The Department of Education needs to stop washing its hands of this issue and pointing to “patrons”. Non religious children/families rights are ignored
127. SENO NEPS GP OT Counsellor Play Therapist
128. Local clubs, GAA, Soccer etc.
129. Mental health services
130. School staff!
131. The government - open your eyes that children rarely choose not to go to school unless it’s not suitable for them . All the people you listed will be killing themselves to helplessly try and help their child broken by the school system to survive. They are currently being forced to brake them more. It’s becoming negligence by the post holders involved. There is so much reputable evidence (Naomi fisher): sensory regulation and emotional literacy would help identify undiagnosed kids and get them and their families the support they need to find suitable learning outlets. More choice and more awarensss are needed to end lifelong trauma and drains on health services in to adulthood
132. Dept of Ed, SENO, EWO to ensure that schools cannot apply an open suspension and are acting in the best interest of the child. Our experience is that the staff needs are put ahead of the child consistently.
133. Teacher training an principles listening to the chil an parent and not having a blanket approach. Stop blaiming the child. Children want to learn an attend they just cant
134. SNA
135. The government to provide the resources to schools to clean the air in classrooms. To reduce amount of illness.
136. Not sure
137. The department of education by having more special classes in mainstream school other than those who are lucky enough to have a diagnosis of Autism and not any other intellectual disability
138. Trusted adults - clubs and organisations the children attend
139. Government and school boards by investing in ventilationand airftration in schools. By educating parents to ot send children to school sick and by adapting technology so sick children can remain engaged from home.
140. There is no external supports it falls on families solely
141. Guardians, One good adult
142. N/A
143. Someone they can talk to and open up to
144. Mostly the teacher! If he/she is nice/ great /fair/ observant problem solving type, with the children, they always want to go to school and their class and don't want to miss out anything! !

145. Department of education could provide more resources for school so all children have approapiate access to SNA hours etc
146. Step parents
147. Someone in authority to come to house but to get my son when Im not there
148. Teachers
149. Leaders of clubs and after school activities
150. Depending on the gorup. We did not need external support however some families do. For example seldom heard communities may need more financial/travel support (Travellers, non- white Irish)
151. Aunts, uncles, childminders
152. Point of contact in school
153. Teachers
154. The whole community
155. Teaching staff make such a huge impact on a child, if you have a child who thinks they are not liked or don't belong the behaviour of the teacher and staff will also play a huge role in that
156. Play therapist
157. Social media
158. A dedicated teachers
159. Dedicated educators eg sen teachers and sna assistants
160. School staff, the HSE. I have 3 homeschooling and since COVID anxiety is huge address that and loosen the attendance reigns be more supportive of the whole family and things will definitely improve. Also many outdoor hands on learning they are small children, books books books is boring for an adult
161. The school through the offerings as above, childcare opened earlier and closed later than 5.45
162. Childminder
163. Teachers
164. Sports coaches
165. Social Media campaign
166. Boards of Management, Dept of education and principals responsible for safe, clean air in schools and minimizing the spread of illness amongst kids and teachers. Other parent's behaving responsibly and not sending sick kids to school.
167. Friends
168. Teacher
169. Local clubs
170. Tuzla!
171. Childminders
172. Teachers having honest conversations and devising a personal daily/weekly plan for those who really struggle
173. SNA/ teacher being more aware and take action to prevent children with disturbing behaviour frightening and inhibiting sensitive children.
174. Guardians, Family support network

175. Community
176. The health service
177. Teachers and staff members
178. Guidance Counsellor like Secondary schools
179. Mentors e.g. Foroige
180. Sports coaches
181. Increased
182. All of above if a child is struggling
183. Teachers
184. Teacher
185. Support workers, social workers, therapists
186. The government by ensuring children are not excluded on the basis of religious affiliation. The government MUST also make sure that the focus is on education and well being. Spending any kind of energy on making children upset over what they're wearing or their hair, etc, is absolutely uncessary and does make the school environment less welcoming. Children as a result will miss school instead of focussing on their educational strength. Schools mustn't be allowed make up rules unless they focus on education. Too much screen time: children do not have a chance to have fun in school as even during break times they are told to be quiet and to watch TV.
187. Play therapist, peer support
188. School being designed and resourced for all children not just neurotypical children
189. Small breaks between lessons
190. GAA coaches or such
191. Schools nurse
192. Priests or councilors
193. Clubs that children are members of eg:GAA
194. More breaks throughout the day
195. Professionals eg NEPS; school based Emotional Wellbeing and Mental Health teams like you'd see in the UK
196. This is a condescending and pointless question.
197. Aunts and uncles
198. Extended family and family friends, people willing to find out about differences, difficulties and disabilities who understand the value of mentors.
199. N/A
200. Goverment in many supporting ways for families
201. After school clubs breakfast clubs - buses so parents don't have to break away from work
202. Childminder, neighbours to walk children together to school
203. Community. Sharing lifts etc
204. Mentor
205. Doctor
206. Outside supports like play therapist, social workers

207. Community role models, guest speakers from different backgrounds, careers, etc. Therapy dogs.
208. Social workers
209. Above question implies parents and others don’t already support children to go - What if they cannot simply get out of bed due to anxiety??
210. School staff
211. The department of education by removing faith formation out of our publicly funded schools
212. A government who does something other than pay lip service and pre-election 'bonuses'
213. Buddy system at school / mentorship with older children in the school
214. more fun, no homework, less unnecessary learning of things that are NOT useful min life.
215. Play therapist
216. N/a
217. Childcare providers promote positive stories re school. Don't scaremonger. Even if parent hated school tell the kids school is great. Don't pass along your own hangups.
218. Coaches/leaders/tutors from outside school activities
219. Qualified Ot and play therapy on site
220. Teachers, principles, everyone. My daughters school got a new principle this year & he was very strict in attendance - he even changed the bell to go off 2/3 minutes earlier. He closed all gates so any kids arriving at 8.15 (school start time) were further delayed. This had a very negative impact of my ADHD child! It’s hard enough getting kids to school for 8.15 without the added stress he put in - teachers & principles need a lot more education on this!
221. The Gardai maybe? What more can the state do to force an issue that children are saying ‘no thanks’ to?
222. Robust health policy, Filters, CO2 monitors, understand that covid is aerosol based and listen to science not policy. No amount of wishing will make it go away!
223. I don't have family support as do not live nearby. Free transport would be beneficial.
224. n/a
225. Outside lecturers/talks in school
226. Teachers - dont realise there may be an underlying issues such as dyslexia or serious domestic issues
227. No one
228. The community
229. no
230. NA
231. liason for child
232. Encouragement from teachers and piers
233. EWO, NEPS,principal, teacher and school liason officer
234. OT play therapy

235. Social media
236. NCSE, Min McEntee, Min Moynihan... actual policy enforcement budget allocation. It is disgusting how ND kids are treated.
237. Well parents are ultimately responsible but outside of that a social worker
238. Social media.
239. V
240. their peers
241. The school has a lot of training days which disrups attending
242. Class teacher
243. Professionals - psychologists/OTs/Psychiatrists
244. We don't have parents or family who can support locally
245. Not everyone has grandparents or family to support. Adequate state supports are needed. Families are under huge strain as it is
246. As above sole responsibility should be on parents.
247. Child minder
248. Teachers
249. Play therapists, specialist teachers in the arts like singing, dance, drama,
250. The school in creating clean air purification and filtration system to prevent/ reduce airborne viruses in the classroom
251. Aunts and uncles
252. N/A
253. Sport coaches, extracurricular teachers
254. Community services staff like youth workers
255. Possibly social media influences or local sports stars.
256. Role models
257. whole community modelling school as normal and valued, and facilitating families to get kids to school
258. Access to ASD class and supports from trained SNAs to deal with ASD
259. No
260. Teachers , principals
261. Social workers family support workers
262. SET teacher and SNA
263. Neighbors, somebody that they look up too. Maybe a builder, a plummer, a fireman someone the kids like or want to be
264. Mentors.. a big brother program
265. Teachers
266. Teachers
267. One teacher
268. Other parents in the class
269. Better understanding and support from society
270. CDNT, a school counsellor
271. Employers - if parents are worrying about managing late starts / reduced timetables and they are not supported by their employer they are more likely to just let absenteeism happen

272. Cahms, and Access to early and ongoing screening
273. Community initiatives to importance of attendance and inclusion
274. Psychologist
275. Sports clubs and drama clubs
276. School competition personnel
277. Online promotion of school attendance
278. Relatives like cousins, aunt/uncle.
279. Any other healthcare professionals they may work with
280. Therapists
281. government intiatives
282. Childminder, people they look up to or relate to.
283. Different job, difficult to get time off during holidays
284. Teacher-needs to engage with students and make school fu
285. Neighbours, youth club etc
286. Principle/Teachers
287. Coaches, dance teachers they hold an influence on children
288. If the teacher is the problem no one
289. child minder
290. Local Sports personalities endorsements
291. Other relations
292. Family support services, youth worker
293. Teachers
294. Sports coaches or local businesses who are known to the children & or school staff
295. Sports Sports
296. Community support listed in q8
297. Any role model/influencer that the child might look up to
298. Schoolbus
299. Dentists / doctors / hospitals arranging appointments outside of the school day
300. Counselling
301. Outside therapy supports like OT
302. My daughters play therapist
303. Tourism costs
304. Teachers
305. Children's Disability Network. Also, the CAtholic Church could help by offering Sunday school or after school options instead of taking up school hours with religious teachings.
306. School staff
307. Peers
308. The school, there needs to be more flexibility, especially in second level
309. Minister for Education
310. Dr or nurse
311. GPs, play therapists, equine therapists, psychologists, psychiatrist, any positive person with an influence on our children
312. The state, removing religious instruction from schools
313. Coaches,

314. Cahms staff, MH staff, OT in school rather than once in a blue moon externally
315. SNA support in school
316. Children will go to school if they are happy, comfortable and supported.
317. Counsellors or a person to go to if feeling overwhelmed or anxious in class to allow them to take some time out if needed
318. Child minders
319. In our case CDNT have been fantastic
320. Therapists in the HSE. Waiting 6 years now
321. The department of education have a responsibility to ensure that all schools are neuro affirmative with staff having appropriate training and enough support staff to provide all children with the movement and regulation breaks they need.
322. Child minder or after school staff
323. Minister for Education, Government
324. Patron bodies, Diocese, Dept of Education
325. Already explained in the previous answer. Demand government to reduce class size. But also a better school transport covering more areas, making sure that there are extra curriculum activities, that are engaging and free of charge. So again government is failing kids by not providing what should be an entitlement for all.
326. SNA / teacher
327. Carpooling might create a sense of accountability and security.
328. If they excel at an activity, maybe their coaches involvement in promoting good attendance could help?
329. EWO
330. Other health professionals, NEPS
331. Teachers
332. Na
333. Sports coaches
334. N/a
335. Other role models/relationships e.g. coaches, dance teacher etc, cousins, neighbours
336. Teacher
337. Professional
338. The teacher and principal and the atmosphere they set in the school environment is critical for children and parents to feel safe (safe covering many headings) and welcome in the school, and that there's a place for everybody.
339. Bus eireann
340. Their peers.
341. External supports such occupational therapists, play therapists, speech and language therapists that children may see on a ongoing basis
342. Childminders
343. Care taker
344. councillor
345. Aunts / Uncles with special relationship with child

346. Neighbours
347. Childminders
348. Teachers coaches
349. Strongly belief it’s up to family to get their kids to school
350. Coach or support worker linking with family
351. Teachers
352. obviously who ever cares or looks after the child is responsible for them attending school, or attending appointments or trying to teach them at home if theres no school places for them, is this questionaire a distraction from the real lack of school places issues were currently facing
353. Sports coaches
354. Class teacher
355. School bus collecting and dropping them from our gate to the school gate and back
356. Initiatives, sports
357. Teacher
358. 父母
359. Childminder
360. Educational programmes, fun speakers who help the children understand the importance of coming to schooi...let school attendance be cool
361. Aunt & Uncles
362. School staff who are actually committed to providing a supportive environment to help children.
363. school staff, they need to like the teacher and staff they are surrounded by
364. No
365. Counselor
366. School completion programs, home school liaison support. Where Dies status is in an area of both a primary and secondary school in that area both schools should have tha same supports available within the school community such as school completion program
367. Influencers
368. My child's one to one has had massive influence on my child going to school plus teachers she's familiar with
369. Social worker, play therapist
370. Neighbours
371. School psychologist that works with the child
372. Guardians
373. Aunts/Uncles
374. Teachers attitude towards class and individual students
375. Everybody has a part to play in encouraging school attendance
376. Community mentors / role models
377. Neibhours
378. Parents know their Children best, and can tell if their child needs a break and is struggling and for what reason.
379. Teacher

380. It causes huge stress and tension in the home when siblings or grandparents become involved, could there be a mentor for the child in school, could there be a check in with them in school, an intervention in school to support mental health and wellbeing with a 6week intervention, then gradually changing to occasional check in etc for example
381. Ot service in school
382. The Department of Education, if concerned about children missing school could facilitate schools to actually operate during July and August when all staff are paid to work.

Q17. Is there anything else you would like to tell us about school attendance?

1. No,
2. The onus should be on parents to ensure children attend school, supports in place should help parents and reinforce the importance of a child attending school every day they are well enough to do so.
3. NA
4. No
5. Need more after school and pre schools at the main schools as it's so hard to work and do all the drop offs
6. I'm happy to see this report digging into reasons and I think schools should do that also as it can vary widely from one family to another. There seems to be too much of a black/white approach. You either have a perfect attendance report (which likely mean your kid went to school sick) or you are treated like they were off for 20 days - surely there's a happy middle that accounts for illnesses, the odd family celebration / personal logistics challenge.
7. Regardless of the reason for lack of attendance, any absence is marked the same - but hospital appointments are not the same as taking a child on holidays
8. Affordable holidays is the biggest reason my kids miss school.
9. I think we are viewing a child's life as more holistic and it's not just about school. We are also more aware of mental health and sometimes doing things as a family is as important as attending school.I think also the big deal made about absenteesim and then they close the schools so readily for weather events (which I totally understand) but there is zero effort made to make up these days. Never a suggestion of shortening mid term or Easter or summer. My sons missed 6 days this academic year due to weather and there is no talk about the negative effect these days are having on them. I took them out of school to go on a short break and they learnt so much and as a family we gained so much bonding and memories from that trip.
10. No
11. Exceptions should be made for important family events - weddings, bereavements etc

12. Covid might affect school attendance as there was less mixing of kids which means they are getting more colds when they start school. I think a log of junior infants kids miss a lot of days due to starting school. Then their immune systems improves.
13. For them to wish to go to school it needs to be nicer than being at their own home
14. School holidays could be planned better to allow for parents to go on family holidays without taking kids out of term.
15. Immune system debt is still affecting the children of covid so during the winter months there is a lot of absenteeism due to illness.
16. Sometimes it is just sickness, I don't believe that a child missing a few days from school is bad if they are performing well at school otherwise. However, attendance is important and supports do need to be case specific - financial sorry should only be given to those who need it. I find the hot lunch programme is a great idea but the quality of it is not great and they shouldn't offer unhealthy options such as sausages or fried foods at all. Kids get enough junk with birthday parties etc, the daily meals at school must not provide unhealthy options
17. Just stop with half days for meetings
18. Reduce class sizes. Give teachers the autonomy to use their staff as they see best. As a parent I would prefer an extra teacher than hot meals. Ask schools/parents what their school needs. A one size fits all isn't working. Each school has different needs and wants.
19. many parents including ourselves have no problem taking children out of school for 1 week for holidays and I dont think this does any harm to the child
20. schools/principals rewarding class attendance is completly inappropriate. Children should not feel they are letting their classmates down if they cannot attend school due to illness/ family holiday etc.
21. A warm welcoming environment can't be over emphasised
22. I guess for there to be a red, amber & green system to alert families that a child is missing more than appropriate.
23. I haven't had to deal with issues but I hear of other children not attending regularly, I know their parents are happy for them not to attend. I think school attendance is extremely important, but I also take my children out for 2 days every December to go abroad and also don't think that it is an issue.
24. The system of auromatic reporting to tusla after 20 days is threatening and adversarial and could be adjusted to mitigate the risks without creating tension between families and schools
25. A child's happiness is more important than increased anxiety but to missing school.
26. Too much emphasis on attendance and not enough emphasis on keeping them home when they are ill and contagious.
27. no

28. As a child, I would have missed a lot of school due to family issues at home, so I feel like I'm more aware of the importance of going. But having more family support for families could be a huge help. I remember feeling the financial struggles of my parents and how if affected their relationship, alongside alcoholism. Now I'm so aware of supports available that maybe weren't there 30 years ago, but there should be more focus on how families can be helped.
29. 20 days absenteeism from school is excessive. However my child misses school days as a result of medical appointments. These can add up pretty quickly. I am conscious of the 20 days and as a result, at times send my child to school when they are unwell which is not right for my child or the other children in the class or the teacher.
30. My child is absent only when sick as the school policy is to keep kids at home when sick.
31. Mainly health related reasons but parents choose to take children out of school to take a family holiday at times as it is unaffordable for majority of families during peak season particularly in Ireland with the costs
32. Children are sick, it is unfair to send them when sick and the days can add up very fast.
33. Since covid, I would be less likely to send my daughter to school if I felt she may make other children sick, so I'd now usually keep her home for a day or 2, whereas before, I may have sent her to school with a runny nose or sore throat.
34. My child started school during covid. Since then I've been conscious of not sending my children in if sick (temperature/vomiting). This is the only reason they miss, they don't miss schools for holidays etc.
35. Often relates to the parents values around education. In some communities having a wedding in the family may mean a child missing for a week.
36. My child is not allowed to miss 20 days of school as they are healthy and happy in school and I won't let them (as no other underlying issues).
37. It's soul destroying sending my child in every day and respecting the rules and watching a huge amount of other parents taking children out for two weeks for a holiday. Either allow that so all parents can avail or a blanket ban
38. School has no relevance for one of our children. They feel no urge to learn or be part of it. They only go to see their friends and it's part of daily routine. However, they don't have any motivation to attend or feel they are gaining anything. Even with class teacher and separate break out sessions with various support staff they still don't see any relevance for school in their daily life.
39. I hope the increase in absenteeism since covid may be due to an (correct) increase in keeping sick children at home (as per correct information given out by schools about keeping sick kids home) instead of sending them into school ill to infect others.

40. Absolutely! If he's late he's marked out and it doesn't get changed on Aladdin, he was also marked out for his entrance exams for secondary school despite being told the child didn't have to attend school that day and for his confirmation he was marked as absent. This is highly unfair and I'm sure it attributes to many kids being marked as absent from school. When you have left a note to say they are going on holidays, it shouldn't be included in the 20 days in my opinion. You've given advance notice the child will be out, but still get penalised for them having a holiday. Maybe better incentives or rewards for the class if most students are in school. My son wants to finish early most days, when he goes into school. I'm scared because he's in 6th class now how he's going to cope in September, especially as he's neurodiverse. He doesn't have many friends outside of school either, we can't get an Irish exemption for him and he really struggles with Irish. I myself am dealing with anxiety and depression and have undiagnosed ADHD. I'm on medication, but the constant stress of him not going to school and worrying about his education and mental health, especially as he's 13 is so difficult right now. I can't just magically get better myself, despite being on medication. Maybe get the kids to talk with a teacher they get on with in school and try and get the students to open up. I want my child going to school of course as him sitting at home all day doesn't do him any good, but I'm so stressed out trying to manage it all as a single parent too.
41. Schools should offer more support with flu vaccine erc
42. In my daughters case, covid does still affect her as she didn't learn the basics in Junior and Senior infants and her school did nothing to help them catch up on phonics, just kept moving through the work each year like nothing had happened. It is now putting us under extreme financial pressure for grinds and other supports, plus I have to start teaching her phonics at home. She's going into 4th class, and it's extremely hard putting her under this pressure, while we both also work full time so it's a balance between school work and trying to make friends
43. Security around the school is crucial to ensure that children feel safe accessing and egressing the educational environment.
44. I think there should be stricter rules about attendance and more consequences if you are missing school.
45. Taking children out for cheaper family holidays is the main cause in our school.
46. I believe it's essential for parents to take their children out of school for a holiday. Such experiences are crucial for a child's development. Every parent who has the means should consider taking their children on holiday during July and August. However, many parents work through the summer months and can only travel outside of school holiday periods. Going on holiday can be incredibly enriching for children, not just academically, but also socially.
47. A more joyous experience will want children to go to school. I loved going to school as a child. Much more fun and games and playgrounds. The lack of school playground in mainstream schools

48. I think families should be allowed 1 week holiday in school term without it affecting the amount of days that recorded as it’s the difference to some children ever getting a holiday
49. I think a system, similar to that in the UK, should be adopted. Aside from exceptional circumstances which have to be agreed in advance with the school a fine should be issued for absences. If a child is sick some medical confirmation should be provided upon return to school.
50. I think there should be practical and sensible to approach to the number of days missed - eg health issues may be genuine reason. Also, I think it is okay for children to miss some days due to family holidays as it is prohibitively expensive to go on holiday outside of term time.
51. Children should not be marked absent for a full day if they are at a medical appointments
52. There is too much pressure on children, they go to school, come home exhausted but have more work to do (homework) then they have after school activities also on certain days. Children are exhausted which leads to burnout and anxiety.
53. I think certain illnesses which cause longer absences should be taken into account i.e. Covid, chicken pox
54. Some parents don't seem too bothered about kids missing time off
55. Rather not
56. We have become more conscious of not spreading illness post covid and regularly see her advice to keep kids at home for x days depending on illness. The 20 days has not increased since this change in approach
57. Children are physically unwell from the experimental Covid shots - look at the data. Children are mentally unwell from Covid measures. Children also don't want to be taught the gender nonsense. They want to learn History, Science, Reading, Irish, Maths etc not WELLBEING which is destroying their true wellbeing.
58. Children are missing a lot more school now as parents are more aware not to send children into school with any sort of illness than pre covid
59. taking children out of school for family holidays seems to have become very common and almost expected - Schools should make it clear to parents that attendance is expected
60. It's more complex than a bum on a seat and has to be supported on a case by case basis.
61. It would be great if mental health days were included - some days my daughter is so overwhelmed & exhausted going to school
62. Bullying is a major reason for absences as causes unsafe environment and fear even if bullying has passed , having moved school because of bullying to have had endured it worse in new school causing school refusal absolutely heartbreaking

63. Differences need to be made and be practical when comparing continual absence vs some family holidays that can only be afforded to take outside of the peak seasons -Learning also happens at home / with parents and with grandparents. Family time and time away from routine is essential for everyone and has to be done within means. This should never reach the point of 20 days out of school during the year though
64. Stricter anti bullying policies and no phone till 16
65. Government need to implement educational policy on social media and smart phone use under 16 immediately to tackle bullying, child mental health, child safeguarding and many other children's rights aspects
66. Irish government needs to invest more money in school activities , science, math, sports etc to make the child feel more happy and involved
67. Seems to be a trend of parents keeping children out of school for holidays, I feel it puts pressure on children and they miss out on Alot of topics and lessons
68. This new scheme is not dealing with the real problems
69. Na
70. The instances I see in my kids' classes involve issues in the home from what I can see. It is the caregivers responsibility to get a child to school and if that breaks down, it's juggle difficult to address
71. No
72. Parents think it is ok for kids to miss school for a week or two as " they won't learn anything ". Yes, maybe true late in the academic year but children always miss social opportunities such as sports days, visiting artist etc
73. Direct more resources for ed. Psych support in school and for mental wellbeing for school children
74. It's a complex issue that highlights underfunding across early childhood education, mental health and special needs sector. Solving will require making proper investment in providing equal access to education across all social groups, families with special needs, etc etc
75. There should be considerations for students missing school more than 20 days, if they are transnationals because many times parents don't get holidays in the summer break and we might have to go during the Christmas or Easter break for attending the family wedding or meeting ailing parents or in the event of emergency.
76. Mental health is talked about a lot but nothing is done. Anxiety and school avoidance need to be tackled. More support for children that cannot go to school based on mental health issues need to be put in place.
77. Some kids find the classroom environment overwhelming & it doesn't suit everyone. Making it more inclusive for everyone & having more school support would help. Currently no child psychologist assigned to many schools & parents can't afford to have kids assessed
78. I do think that some parents just aren't that bothered about their child attending. This is especially prevalent if both parents aren't working, so it means that someone is at home. In our case, we both work so it's a big issue to have to take a day off if our child isn't in school

79. Many families can only afford to take children on holidays at off peak times.
80. Teacher training days off doesn't help. Maybe they could be after school or during breaks
81. For girls in the older classes,no restrictions on toilet breaks,access to period products etc
82. NO
83. Kids anxiety levels are still high after COVID. More time should be spent around school lunches.
84. Kids with hospital appointments shouldn't be made feel it's there fault that they have missed so much time
85. From talking to other parents cheaper holidays during school term appears to be the main reason. Sometimes if parents are separated this is 2 holidays during school term.
86. The main reason my child would be absent is illness
87. Given the cost of holidays /flights when schools are closed, parents often chose to take holidays off peak
88. Some of our absences are to visit family who live very far from Ireland. Those visits are of 2-3 while duration given the distance and cost of traveling. We feel it is important for kids to know their family and culture. But it is not always possible to visit during school holidays.
89. The risk of infection or illness results in missed days also. Holidays play an important factor in our kids missing school, but they can learn form that experience too, visiting new places and experiencing new cultures. We take time off once a year for foreign trips and the school supports this. It's important to recognise the benefits of learning outside of the classroom.
90. Anxiety is a problem, homework is a problem
91. The report & review after 20 days absence policy is in place since before Covid. We regularly get HSE infection control notices about keeping your child home for X no. of days after different types of illnesses. It also doesn’t account for children who arrive at school later than rollcall (in our school 10am)
92. Every week friends and colleagues say they are taking their children out of school for holidays, and it has become so common over the last 5 years. I think more needs to be done to help parents understand the negative impact this has on their children's learning over time and the whole school.environment
93. Need extra support for children with Autism who finding school difficult, overwhelming at times, emotional and mental support for the Autistic children coming to terms with Autism diagnosis and extra programs for children who are struggling with socialising, building and maintaining friendships and having communication difficulties at school

94. I think if the child has to miss a day of school for a family adventure to rich cultural or scientific events or places this should be seen as adding to their education as opposed to detracting from it.
95. In our area there are many immigrant families and while school is of utmost importance for children; allowing them time to spend with grandparents and family members who may live in other places / countries is also very important and unfortunately this sometimes means missing school days due to the costs of family holidays or big travelling areas that need to be covered while away; etc. I think in these instances, if parents have informed the school in advance and are prepared to help their child cover any important work that is missed, that this also needs to be taken into consideration especially if children are coping well academically.
96. Covid is definitely a factor but so are absentee parents or parents that do not place huge value on schooling. It is very difficult to get a child to engage with a school if a parent is not supportive.
97. NA
98. In response to the above questions 13-16 - My role as a parent is not about forcing my child into a school environment that impacts his mental health and wellbeing. My responsibility is to ensure my child is not traumatised by a system that is not designed to support his nervous system. You can't put a set of numbers that decide what is an allowed number of days off or considered chronic absenteeism when you are dealing with so many other mitigating factors. And I don't think you can blame covid as we were in NZ for Covid and didn't have the same extended lockdowns but still have the same issues. Perhaps during lockdown people had an opportunity to reflect on what life is really about and some of us decided that forcing children into a school environment that impacts their wellbeing may not be the best choice. I appreciate schools have statistics and guidelines around attendance however, this survey misses a huge piece on the reasons for missing school, the load that is put on children, testing, homework, and an education system that may not be fit for purpose for the future or suitable for neurodivergent children etc.
99. Long term illness like Coeliac Disease means that we will miss more time. However, if the stamp off ansent can be delayed to eg 12. There have been many times I could gsr my child in for 11 to 12, she has just needed the morning to get better.
100. in my opinion attendance depence on various factors, whether the child has any issues at school or not, whether it is a safe place for kids to learn or not, how supportive parents, teachers and staff are. whether children might have relatives inother countries and need to have some freedom to have family connection and learn about that particular country. School does not cover all important things to learn in life and there needs to be a balance possible. BUt if the children come from a challenging background of course more support is needed and focus on how these kids and families can be supported in a positive way or more structured way

101. Due to COVID, children were left without proper learning. Mostly they were provided with topic and they have to do iron their own/ with parents at home. This was leading to difficulties with some of the topics and also with their attendance.
102. It is important that the child and their parents have a good open relationship with school staff. My son has additional needs and sometimes he needs a day off. This happens less often when he has a supportive teacher who knows when he needs a sensory break and tailors his work and activities to suit his needs and ability.
103. I'm happy to see some attention on it because I believe education is so key to prevent many societal issues our people of the future may have to contend with. There are so many opportunities out there today for people if they can be given the guidance and education from a young age.
104. Absenteeism through illness, appointments can not be helped. Most parents are very aware of the importance of attending school. The government didn't hesitate in closing the schools for covid whether rightly or wrong ly, during this time I as a parent of 2 primary school childern realised the overlap of learning the same things, over the different class/years.....now I know why my childern are sooooo bored come the end of 5th class and then if course 6th class they have no interest in school due to this repeated learning of same topics and subjects. After this I'm not over concerned how many days my children miss due to sickness or appointments.
105. no
106. Many of the middle class parents at my child’s school take their kids out of school for 1 or more weeks to go on holiday at a time when it’s cheaper than peak tourist season. I find this shocking but there is not taboo or stigma around it. A state campaign around this as a bad parenting practice would help I am sure. Parents should feel that they are disadvantaging their kids when they take them out of school. Also, the multicultural nature of modern Ireland presents challenges for teachers dealing with multiple first languages in the classroom (especially in the early years when literacy is a big part of the curriculum) and teachers do not seem well equipped to deal with this reality. Finally, it is a problem when very disruptive children with neurodivergent issues need parental consent to be assessed.
107. Sickness plays a big role in my son’s days off from school. There are so many virus’ going around. I wouldn’t send him in sick but it appears other parents do so the cycle continues.
108. I find it difficult to answer the 14 and 15 because of the wording. A child can miss 20 days before the department is automatically informed but that's not a target but a max threshold.

109. It is one of the most difficult and heartbreaking situation to find yourself in as a parent when/if your child refuses to go to school. More support needs to be provided for families who's children are reluctant to go to school. The government needs to invest in mental health services and provide early interventions for families who are facing school refusal.
110. If my child has been unwell , is sick I will always keep them at home. Family members going through grieve or their own mental health issues might struggle to drop there child to school, school transport could be answer. I know I would be willing to pay privately for school transport, it also lets the child have some independence with safety in mind
111. I think every family is different and alot of school refusals is parents letting the child dictate what happens in the home
112. This survey takes no account of the difficulties experienced by Neurodivergent children and their parents and has a shockingly narrow view of reasons why a child might find it intensely difficult to attend school. I suggest whoever wrote this consult the work of Dr Naomi Fisher on the subject of school "refusal".
113. Maybe there should be differentiation between absence for holidays which are usually beneficial for kids by broadening their horizon, and other forms of absenteeism which may not carry a benefit.
114. Since coving if there are any symtoms of illness people keep children home as precaution
115. I think since covid people are more likely to keep kids at home even when they are mildly unwell where as before they may have pushed through but advice was so strong about the spread of germs when unwell has had a lasting impact on everyone's relationship with keeping others safe from illnesses of all kinds at work and at school.
116. Online classrooms brought back please
117. Middle and upper class families are prioritising family outings, holidays etc for their children. Lower class families who struggle to manage, don't see the difference or perhaps care about the importance of education. Either way, unless illness is the reason for absenteeism, it is a parenting issue.
118. Single parent families often struggle due the dynamic of court orders/ child needing time to" come down " after visting other parent
119. No for now
120. nil
121. Cost of family hoildays effects it. Attendance to physio/ SALT appt
122. Chikdren find it hard to switch off as school is so intense. The curriculum is very full. Huge demand is expected of young children n young
123. For immigrants like us, we sometimes extend the holidays to be able to buy cheaper tickets. Otherwise, it is almost impossible to fly in Christmas or Halloween periods. Children should spend some holiday time with their grandparents and extended family so this is an issue in my kid's attendance although she never exceeds 15 days in a school year.

124. No
125. I think a holiday should not be factored in as days absent
126. No
127. Schools need to be mindful of children who frequently attend hospital, hospital appointments marking themas as absent for day when brought to school after appointment. Unfair for a chronically unwell child to be compared to main population.
128. School attendance has a lot to do with parental working hours. If you take days off school for mental health, travel, or educational experiences with your child then neither the child or parent should be penalised for supporting their child and enriching their experience.
129. Teachers taking leave to go on holidays or spotted locally getting spa treatments etc as against been sick - send out a double standards message & is certainly feeding into the feel of why should studebts go to school
130. I feel that when students in a class miss school for hobbies/extended holidays it disrupts the class dynamics
131. Absenteeism will drop if extended school hours are introduced with meaningful modules that foster capability and sense of belonging, rather than mere 3 hours of classroom time that feel more like a way to pass time before yard time than a valuable investment in their future.
132. Classes are gone too big, a lot of children are joining with complex behaviour and language difficulties. It is impacting other children's school experience. School need to realise not all anxiety needs to be labelled with a neurodiverse condition. Some quieter children need as much support as the loud and disruptive children
133. Rather than stipulating that a child can miss 20 days from school, it should be considered instead as to Why is a child missing any days of school - Absenteeism as a result of illness/bereavement is one thing. Missing school due to holidays is another.
134. The Department of Education are are only interested in blaming parents for absentism instead of looking at the overcrowded classes with the high number of kids that are neurodivergent who were dumped in mainstream and had their supports diluted every year until they couldn't cope anymore and now need a secondary asd class placement that doesn't exist
135. Children with special needs in my son's class are shouting and walking around the room, my child is upset by this, class sizes are too big and teacher's are burnt out and then they scream and roar because they cannot cope. This my child does not feel safe at school
136. Schools need to roll back on work, some children aren't able to keep up , they get alot of homework from school, children should have the right to switch off just like working adults do, school is school, homework should not be compulsory

137. School attendance needs to be addressed by adequately resourcing, training and supporting school staff to meet the needs of all the children in their class not by telling parents to send their children to school. We would be able to send our children to school if their needs were met there.
138. Seems to be holidays and parents find it cheaper during school from what I know.
139. Covid-19 restrictions, including children & teachers wearing masks was criminal (health risks to children from wearing masks), pods/bubbles in classrooms, classes not allowed mix, children not allowed to touch anything for fear of putting “their germs” on them, home-schooling due to closure or being excluded due to being a close contact of C-19, toxic hand-sanitisers being used in schools, parents not allowed on school premises (even for 1st day of school for JI, PT meetings), etc... all of this has has long-lasting negative effects and traumatic memories for the children & parents. Proper risk-assessments weee not completed before implementing these measures. We will never comply with that again.
140. I feel the increase in mental health issues and anxiety are a direct impact of the lack of Catholic teaching and faith in our schools and parishes. I also think that is a child is over 2 hours late they are marked absent even if they had a hospital appointment. This computer system is marking them absent when in fact they were just late!
141. Parents need better education on the importance of structure and routine in children's education and lives in general.
142. It is my responsibility. When kids are teenagers, I have very little influence in getting him to school. Therefore alternative s to school. If your not going, how will you contribute to society today (offer a practical alternative to child, work with hands, work with seniors)
143. Our kids are autistic so are we. Going on holidays during school holidays means everywhere is packed and overwhelming. So we take them out for holidays. School often does not feel like a safe or welcoming place for the kids. But they will always go when they are able because they know they have to. They don’t like being home even when sick if they feel maybe they could have been in
144. There needs to be support service for both children and parents. It is a very lonely, frustrating situation to be in.
145. I think children can get overwhelmed with homework and if it's not completed they don't want to go to school the next day. My daughters school provide a lot of different activities which is good to keep children interested. Maybe review the "one size fits all" children are all different and come from different backgrounds, listening to what the children need would help too.
146. Our Home school liaison only works with targeted families. It would be better if there was a whole school approach to build community support for these families rather than isolate them.

147. just this year the classroom environment is awful because of constant shouting by both students and teacher. the students are also being threatened all the time by the teacher, from taking away school tours to trying to force them to eat school lunches.. My child has been coming with headaches, very frustrated and upset because of this. i have tried taking to both teacher and principal but nothing changed so as parents we decided that this was not a heathy environment for our child five days a week so we introduced a stay at homeday kid week where my child reads, does art, helps out at home, goes for day trips to museums etc
148. If the intense serious nature of testing children, competitions, and 100% performance requirements where calmed down, and a fun and more professional trained approach was in place there would be a huge improvement in attendance.
149. Child care is a huge factor. There is very little support for working parents for before and after school care. There is little to no support for junior cycle kids who get school buses to rural schools and buses only run at end of school times. I have in some cases kept a child off school as I've no way to collect my child at the earlier finishing time due to work commitments due to no considerations to this inconvenience.
150. No
151. After covid my children caught everything and were very sick. Their attends was poor in 2022 and 2023. They are better now 5 years later their immunity is back up.
152. It could improve if students had a path for those with educational difficulties
153. I feel so angry that there has been no effort to understand or deal with the issues that CAUSE absenteeism in the media and from government. Our children are suffering because the education system is not fit for purpose for so many children and they are falling through the cracks. I have no alternative education options for my son so I have forced to send him to a school where he feels scared and unhappy and sad every day. And it is a wonderful school - brilliant for neurotypical children and it does have wonderful supports for many children with additional needs. But there are so many children that dont fit into the mainstream education system and it is causing so much harm. My son says he would rather die than go to school as he finds it so hard. It's noisy and busy and there are daily changes in his routine without notice that he struggles with, there are communication challenges He feels frustrated and excluded. It's heartbreaking and cruel that we do this to our children.
154. it's important for children to go on holidays too. the cost of holidays during school breaks is very high so that can be why parents take them out of school
155. Most days missed are health related. There is not much information provided to parents about ehat happens to children/parents if they breached the 20 days attendance limit & potential repercussions

156. I think the 20 days may seem like a lot but ur the child is genuinely sick then 20 days can put a lot of pressure on parents
157. No none
158. A lot of times children are sick and pass sickness onto one another at it may be a massive headcold not enough for a certain but enough for child to spread it to others. School doesnt want sick children in but also you cant keep them home if theyre unwell without expensive doctor visit which often times is not necessary anyway. There should be more flexibility given to parents and respect thT they may not have gp visit cards or access to a gp (wait for appointment in december was 2-3 weeks)
159. Sometimes getting the child into school is the hardest part, once they are in the anxiety eases, more support needed at drop off times to help children who are anxious
160. Less homework would help as the pressure some teachers put on children with homework is too much. They have after school activities and working parents and Tryin to juggle everythin is difficult enough without a bottle then about homework which is over an hr long.
161. Illnesses since COVID have been more severe & frequent. Sick days should be allowed to be supported by sick certs or limits allowable due to illness should be increased.
162. School makes many kids sick. Increased pressure without supporting staff makes further kids sick. I am a former student of the year and a doctor. I have always been committed to school. I never thought my children would not be able to attend school.
163. When a child has an illness like chicken pox or other they can be out of school for quite a while and its not difficult to reach a total of 20 days in the year if there are sick a few times.
164. I think school staff need to be more child centered
165. Neurodiverse kids need more support and suitable placements
166. I believe if child could go abroad on a sightseeing it is educational so school could provide ‘parent schooling ‘ for that period obviously only few days in a year
167. What is needed is enough appropriate school placements for all children before you can assess or improve school attendance. How can a child attend school if they have no appropriate placement? Children will struggle if they do not have appropriate supports. SNA allocations need to be increased in mainstream classrooms across the board. There are children in mainstream who need a special class place and there are also some children in special classes who need a place in a Special school. Then there are the children who can’t cope in mainstream until a special education placement becomes available and are at home and often regressing.

168. You are missing the point. These children are suffering and it is the school that us causing the anxiety. They don't feel safe in school and it is overwhelming to neurodiverse children. You need to change the school environment, not the child! My child is in autistic burn out and can no longer leave the house because of all the energy he has expended trying to cope in school. Ive had to give up my job to care for him. 'Better attendance' is literally at the detriment of his mental health!!
169. More snas needed, more neurodivergent friendly training for teachers
170. My son is asthmatic, misses a lot of damage s due to health. Shouldn't need a doctor's note.
171. Some children feel pressure in relation to class tests and get get highly anxious over them
172. More flexibility of curriculum and varied methods of learning could help with home-school and mainstream-school collaborations.
173. Too much homework in primary school and bag on their back too heavy
174. Maybe do a national award to encourage kids to attend kids love competitions
175. Even though school attendance is very important children should not attend when suffering with any illness which is contagious to others
176. My child has alot of appointments that can not always bee scheduled for our of school hours. My child struggles to keep attendance up and needs mental health days at least 4 times a term. So m issed school days can easily reach 20 days
177. Some things that are not done at school is also educational. Kids should be brought to nature more during school hours as that is also learning.
178. My child had to miss 2 weeks due to recovery from a surgery, as well as incidental sick days and appointment days - so her attendance on paper is poor, however there are absolutely no unexcited absences. These things need to be taken into consideration too
179. No
180. Classes too big / need male teachers in every school
181. My daughter started Junior infants in 2020 and i can still see the impact covid played on her as she has always suffered with seperation anxiety at the school gates and no where else. Also, my daughter gets sick quite often and it puts a lot of stress on our household when we have to decide to send her to school sick so she doesn't miss too many days, I understand the importance of school attendance but also resent the pressure to send our child in sick so we don't go over the twenty days missed. It can really add a lot of stress and tension to our home trying to find the right balance. Also, as she attends a rural school transport can be a huge barrier, any issues with our car and we can't get her there. The afterschool she attends is also rural and struggling financially which concerns us greatly as if it were to close we would have to move her to another school and this would surely add to her anxiety when going in in the mornings and I often worry that if that were to happen we would have to deal with school refusal due to her mental health.

182. Schools need to keep up with the times and adapt to modern thinking about how children learn. They need to become stress free environments. Teaching styles need to be fun and engaging and catered to the level each child is at, rather than over burdening some and holding others back. Fear mongering of parents is not helpful. Rewards for attendance do not motivate and only put pressure on children to be in school wuen they are sick (putting others at risk).
183. Homework needs to go! Kids get way too much at times, they get very stressed and upset over it and panic if it's not done or not done correctly. Fake illness to stay home from school to avoid the teacher.
184. For kids absent that they follow up what they missed when appropriate
185. As immigrant we have to travel frequently to our home in India and we find sometimes situation requires us to spend more time with family and the school absentism creates a pressure on us. if the schools /tusla can resaonably accomodate this
186. My kids school has a 'don't care' attitude about kids being late. It sends the wrong message. Punctuality is the first line they cross before not showing up at all.
187. I think school attendance can be affected by weather also, we live in a country town and it's not always accessible in the winter. School is open as its a town school but some kids live further away so this can affect them but it wouldn't lead to chronic absence either.
188. In Ireland our weather is changeable it can cause cough, upset. I think it would be easier to get kids to school with transport on rainy days. Also there could be a talk on wat is ok in school since COVID a little cough has u afraid to send kids to school as u don't know what is acceptable or safe.
189. No but I do feel they should be allowed have some time off for holidays or trips. They can bring culture and new knowledge and there is always learning for a child.
190. My daughter suffers with bad anxiety usually school related, she's autistic and there are days where she does get off school because I've allowed her to take a mental health day until she feels OK again. I think it's important to mind a child's mental health rather than worry about attendance in school
191. I considered homeschooling when the covid fear-mongering was at its peak- the backs of my sons hands were red raw from awful handsanitisers and teachers stood in front of them in Masks. The kids didn't wear masks, and I have also notified my school that we do not wish our sons to be taught some SPHE topics- no risk assessment done on then long term safety of exploring gender and sexuality concepts that are totally inappropriate and I believe have no place at all in school teaching. If school messaging gets political and divisive around notions of identity, we will have to revisit the idea of homeschooling. First do no harm. God bless yer work
192. There are a lot of contagious bugs circulating at school on a regular basis. We try to limit the spread of these by keeping children at home once symptomatic

193. It’s shocking that austistic kids are overlooked if thier attendance is bad due to anxiety etc relating to going to school because the adequate places or resources are not available to help them.
194. In our household put main problem is children being sent home from school having reported as ill, which while I understandable that the teacher needs to take children's health concern seriously can vary wildly from teacher to teacher in how they approach these scenarios. And as a parent I don't feel I can call out/question the complaint even when I'm 99% sure it's 'skiving'. I don't feel like I can say 'no' to the school or engage with the teacher to address the behavior without being seems a critical of them or looking like I'm ignoring a potentially ill child.
195. Again, not a one size fits all. Some kids just need a day off now and again - that coupled with sick days and family holidays - the days add up. If a child is doing poorly at school, then that should be treated differently to a child that is meeting and exceeding curriculum expectations..
196. My son has a lot of medical appointments this year. Is there guidance on that or is it noted when we tell school? GRMA
197. If child is ill they're told to stay at home. Sometimes children worry about being late so a flexible start Tim like school had during COVID would be wonderful because that reduced anxiety
198. I think after COVID a lot of family takes holidays during the school term as less expensive and somewhat it feels (for some) less of a problem
199. COVID made school attendance seem unimportant as the Government took that position. Now the Government needs to make clear it is important again but this is difficult where the Government took a call to close schools for months on end with no online teaching and with no justified basis to do so.
200. Speaking from experience with a school avoidance child last year, the change in her showed while in with an older class & was left to feel inferior & even intimidated. If teachers were trained more on how to be inclusive of all children in their classroom. From experience & by working in a school I see teachers have favourites throughout each school year & same children as they go up the school. Other children feel leftout, unimportant, inferior, it was said to me one time "its like I'm not there". All children need to feel valued & welcomed in class.
201. no
202. Absenteeism can only be addressed meaningfully if it looks at structural change ie robust slick policy addressing housing, poverty, addiction, mental health services as well as ensuring children with special educational needs are considered
203. Do not force a child into environment they do not feel safe in. When a child is happy, they will learn.
204. My child has hated sch
205. School attendance is important but I think children's mental health is more important so I can understand why attendance is a problem where an inadequate environment is present

206. There are many forms of education & i think if a child is performing well in school and had to say play in a violin concert or attend a grandparents 80th birthday party then its fine to miss school. if a child has a medical condition i also think homework schools be sent home when they are ill and policy in national schools is not to do so

207. Fortunately my children have excellent school attendance. Missing maybe 2 - 3 days a year purely due to sickness. I did take them out of school 2 yrs ago for family holiday as we could not have afforded it otherwise. My children have never argued about going to school. Personally I do feel it's up the the parents to set up a positive framework around education for there children. Personally I hated primary school but I put a positive spin on it for my children. Teachers play a massive part too.

208. Every child has unique needs and regulates differently, and sometimes they need a break to reset. This is especially true for children with additional needs who receive minimal support in mainstream classes. School burnout can manifest in various ways; it's not always the child who is outwardly disruptive and this may happen once or twice in a school year..

209. School attendance should be separated by reason. Especially when kid has heath problems. It's not the same to have 20 sick days and 20 no reason missed days.

210. Again see above regarding expectations of attendance rather than prioritising child’s mental health

211. The current education system is archaic and doesn’t take diverse children’s needs. Not all children can sit still for 6 hours and conform. A smile or looking like they are “fine” in school doesn’t mean they are even content. So many kids spend their day masking to fit in and meltdown at home as a result. The education system needs a complete overhaul. More SNA’s rather than decreasing them.

212. Due to the fact that our children were out of school and not socialising a lot during covid. The last couple of years I have noticed that they have picked up more illness despite flu vacines etc. I think it is worth highlighting we are all still trying to keep our community safe and well, and covid really highlighted this. Furthermore, school holidays make the cost of holidays so expensive. Life is so expensive, life is too short and so sometimes we take the holidays during term time for that reason.

213. There should be more integration between school, family and the community

214. grateful my child enjoys school, most important to us.

215. It is my responsibility to ensure my child attends every day they are not ill!!! That's an important part. The 20 days is stupid as people save them up for holidays. Should be much less, 5 days without medical reason!

216. If children feel safe, secure and supported, school avoidance is less likely to occur. Also when the diversity of needs is met and children's cognitive ability is stimulated.

217. I'm not exaggerating when I say that crowded, loud, spaces within our "temporary" school rented buildings affects morale enough to affect attendance at an otherwise great school. Also: missing from the question framework is any sense that trying to physically drag a child from bed, cajole them into school, racing to school in a car to get there on time, has an entire suite of problems (e.g. road safety, parental exhaustion, psychological balance) that are not amenable to a simple fix, so that someone can mark a checkbox - the fact that something is legally mandated doesn't mean that a child can be programmed to understand this. Also, question 12 assumes there is no home-schooling allowed - something which we have actively considered as an alternative.
218. School full attendance awards drive the wrong behaviours sometimes - kids going to school ill and passing things on just for an award. It also discriminated against kids who have ongoing health issues and also potential mean some kids stop caring about achieving it after an absence. I don’t think they have a place in schools. Also, the wording of the 10 plus days absence and 20 plus days absence should have wording that differentiates between kids who have missed school from genuine illness and those who have missed for unknown reasons.
219. We have had some issues with bullying in school. There are many reasons why children don't want to attend school. I personally think the school curriculum and homework need to be revised.
220. My children are only absent is they are sick or if we have an occasional family event
221. School envurnoment is key stop failing kids
222. Having worked with early school leavers and as a parent myself who has a son that missed long periods of secondary school due to a chronic illness, I would say that schools need to reach out to 'absentee' pupils in a supportive way, rather than seeing non attendance as a discipline issue.
223. We have always been told keep them home if sick. Its become too easy to keep them off. Principal/Teachers will ring parents for any small thing to get the child out of the classroom. Seen it on a few occasions. Calls for small things to come collect your child that were never made before.
224. Since coving people are more inclined to keep children home to prevent spread of infection and illness
225. My responsibility for my child’s mental health is more important than my responsibility to get him to school
226. Financial penalties being applied on parents after certain number of days where are not backed by medical certs might help
227. There are other options to educate, especially if a classroom setting is not suitable for a child
228. Since pandemic I find people view on priority of school attendance is down it’s not as much as a priority and “sure have a day off / or home day” is mentioned a lot and when my kids hear this it’s very hard and makes battles harder when telling my kinds education is so important and they must go.

228. Since pandemic I find people view on priority of school attendance is down it’s not as much as a priority and “sure have a day off / or home day” is mentioned a lot and when my kids hear this it’s very hard and makes battles harder when telling my kinds education is so important and they must go.
229. Help parents, support. Don't shame
230. If school environment is toxic or overwhelming sometimes it is better for the child to miss school. Also I keep my children home now when they have a cold or cough whereas pre COVID I would have sent them in
231. Autistic burnout due to school means my child misses school
232. I would like all school, principles and teachers to understand more about the reasons a child doesn't attend. That it's not as simple as attending or not attending. And the reasons aren't always just excuses.
233. Thank you
234. Viruses are lasting much longer than previous years, it was 1 to 3 days of llness now its anything up to 2 full weeks. Teachers could help children by giving then work to do at home or by catching up when they get back in
235. I have put strategies in place in my son's morning routine to get him up and out for school. He used to miss 1 day a week, I put it down to a bad morning. However it was obvious he was struggling in school due to this absence. After Easter break, he couldn't get out of the car even with help of principal. I'm doing every thing I possibly can to get my child to school but I do need help with identifying his issues within the school. So he is not refusing to go in.
236. Lately at a school induction day for Junior Infants our principal announced to the 25 new sets of parents that dont worry about missing 20 days...your child would have to be missing double or triple that before Tusla would be informed
237. It is not the school's job to try and manage this problem that starts at home. Parenting courses should be mandatory for all parents. Consequences for parents not sending their children to school need to be more severe
238. It's a measurement for the general population which is all well and good but it doesn't work for all its the same as equity versus equality if anyone even understands that!
239. Children used to be sent to school sick, sometimes very ill because parents had to work. Now since covid parents know the importance of not spreading germs and actually keep their kids home, like the school tells them to. That is why more children are absent, they are allowed be kept home if they are sick to recover.
240. MY child misses 1 day per month because we have to drive him half way across the country to attend private SLT. If this were provided by NCSE then my son would not miss one day per month

241. A school place without necessary supports for children with additional needs is not enough. Correct supports need to be given by the department to schools to allow them to fully support our children. There is always a greater reason for non attendance. Blaming COVID is not good enough anymore. The department needs to help schools support instead of taking away resources
242. I have four children and this is the first year ever to be notified of my child missing 15 days of school . The reason 3 days family holiday , 1 day entrance exam for secondary school and the rest were genuine sick days. Pre Covid I would send a child to school with a cough or cold but not since as I am wary of others catching the cold or the child sent home . As a working parent it is better to organise child care for when a child is sick rather than waiting on the school to ring and a panic for childcare .
243. Bullying, humiliation, taunting, generally being mean to each other had become the normal it seems, children are overwhelmed and underheard, the school environment is detiorating at rapid speeds.
244. I think we need to drop the attendance awards as some kids can’t help being late. One of my girls struggles everyday with crippling anxiety and as a result her siblings could be late
245. I believe illness and injuries are unavoidable. Family holidays I feel are also an important part of children's lives shaping them and learning through life experience. School holidays and summer can be so expensive and overly hot.
246. as a parent if my child is sick I'm more inclined to keep her off longer than I would have before covid. also there is a long term impact on children and families from covid that is only really coming out and will continue the next few years. mental health and socially in particular
247. There is very little mention or consideration given to neurodivergent children when it comes to the 20 days. They need more. Some Children cannot attend due to fatigue which isn’t considered an illness but is a cause of absenteeism.
248. The PISA reading scores for Irish kids went up in English reading during that school closure. See the point?
249. No
250. Covid and the closure of schools at that time has had a profound effect on children and their schooling depending on their age. We need huge resources inputted into our primary schools to ensure children are happy in school
251. My daughter finished 3rd year at home due to seclusion and bullying. Could not get a soace in 4 surrounding schools as said they have huge waiting lists from influx of teens for schools
252. Question 16, may depend on the age of the child
253. Teachers need continuous education and when they are not performing it needs to be addressed
254. I think families should be allowed take kids on holidays when they can afford it even during term time

255. Rest for young children in school, hand washing regime, better hot lunch program
256. Dept of education are focusing funding on the wrong things - hot chocolate / Pizza parties when no sensory room in school and other under funded areas. Should focus funding on more positive metal health strategies i.e. sensory garden, outdoor activities et
257. Schools need to be regarded as vital service providers and not subject to the repeated multiple school closure days experienced at Scoul Ghormain Naofa. Midterms and school holidays are plentiful, all stakeholders ought to engage professionally.
258. Serious review needs to be undertaken into how our classrooms are being run, expectations on the teachers. The classroom environments are not suiting some children as they are not being managed properly. Lack of strong supportive leadership by principals to their staff is having an impact on the children. Bullying overlooked from a top down
259. Teachers need to be vigilant around children being excluded at break times, issues with friendships in my experience is the biggest reason for absenteeism
260. Primary responsibility as a parent is to my child's mental health. We have been chronically let down by the HSE with regards to services. We desperately need Occupational and Speech therapy support. It is the main barrier to school attendance.
261. No homework would help also
262. Children really shouldn't get in trouble for being late these days, usually the parent drives them so it is down to the parent.
263. For me it’s sickness lingering
264. I personally have no issue in taking my kids out for 5 school days to go on holiday. It is SIGNIFICANTLY cheaper, and otherwise we could not afford to go away during school holidays or midterms. Kids benefit from that precious family time also
265. For me my children go to school regularly and attendance is not 100% but very high. I have allowed my daughter to miss several days this year due to TY and at times she was bored as there was not enough going on,
266. Chronic absenteeism is harsh for example where there are reasonable explanations. In our case my child was absent post operative and had a number of infections but was still reported to TUSLA
267. Rethink religion education in public national schools please
268. We live close by and I work from home so some of the social issues do not impact me. And my child is happy in school. But at the same time, a half day is 2.5 hrs and i lose a days work with them. I still take my daughter to school on those days but it really impacts parents who work full time so it is easier to keep the child home. Religion activities are exclusionary especially the communion and confirmation parties. Religion needs to be out of schools especially Deis schools and I am conscious of the confirmation year and what I will do to work around my daughter including taking her out for the couple of days before and after the event.

269. We only missed two days this year for medical iv not had to take my child out of school for anything but understand that sometimes things happen and you may have to go on the family hol in school term cause finical reasons I’m not big on juts random days off for no good reason and I don’t think the child should suffer for parents selfish reasons
270. People who are regular attenders at school do at times miss school but this is because we want to give our children wider experiences and sometimes for financial reasons the only time to give them these experiences is during school times.
271. For us it was about our kids not fitting in. They have both been diagnosed with ASD/adhd since. Sensory issues, social issues, lack of understanding and support make school a very difficult and at times with bullying etc, dangerous environment. I think covid may have shown a lot of kids and parents the potential for education dine differently. Our one size system is failing kids and aren’t.
272. Parents in our school are taking more holidays during the school term for financial reasons and since Covid doing it mote frequently with the attitude life is for living now. Parents also take fun days. The parents of children who go on holiday during school term tend also to be sick more than those who don't.
273. As many people are from overseas, trips home to see grand parents and family is the norm, often outside school holidays to save money.
274. Child attendance in my experience is mostly due to health, due to benign rolandic epilepsy so he can be healthy and alert the day before and at night his epilepsy strikes and he is lethargic for a couple of days. He does go to school normally but is not fully alert.
275. School attendance is nuanced, especially in the neurodivirisity space. Please thread carefully & compassionately here
276. A child needs to feel their mental health is understood and feel school is a safe place to be themselves
277. Covid 19 allowed parents to spend time seeing fully the issues affecting their kids. No one can smack a child into submission any more. PDA is being recognised & understood. The issues are complex. Anxiety is a real problem for ND kids. Parents are no longer willing to bow to Catholic Church run traditionalists demanding compliance over compassion.
278. Regarding family holidays sometimes it's too expensive to go away here or abroad during the summer months so you feel you have no choice to take them away in term time. Also schools say not to attend for 48 hrs after illness even if its only 24hr bug.
279. Families are on their knees. We need to help them to do better.
280. If kids are sick or attending an event or activity that contributes to self development or health wellness, this should not be classed as absenteeism, self development care
281. Schools need better support regarding transportation of children to and from school.

282. I rarely allow my kids to miss school unless they are ill or on rare occasions would allow them for no more than 3 days if we are going on holiday but try not to book outside of term time.
283. Smart phone delays in all schools will really help with school attendance
284. Teachers and principals will often have a good idea if there is a problem with absenteeism and a child's situation. Sometimes absenteeism for holidays may be ok - perhaps a family couldn't afford at peak holiday times, need to see family abroad, etc.
285. No
286. No
287. Hse guidelines also play a role due to illness and instruction on when to return eg symptom free or 48hrs post fever etc
288. no
289. my son struggled with school. covid and the time at home showed him his ultimate world of never leaving home is possible. So now it is a constant battle
290. All students are not the same & have different difficulties with learning, socialisation etc I think if school had more of a focus on the wellness of the child than putting undue expectations they might enjoy school better
291. A lot of children who don't attend school want to attend but physically can't attend due to mental health concerns and the long waiting lists for assessments or the rejections to be seen by suitably qualified professionals in a timely manner is Making school attendance worse and parents are not always able to physically make their children go. Also pur schools have numerous half days eg at end of terms or for training days and a lot of parents don't send children in those days. Similarly if schools are open for a partial wk at the start or end of terms people are more likely to take holidays then and not send children to school
292. Holidays during school term are a big cause. Parents keeping them home "to give them a day off"
293. Schools do not have the knowledge or resources to deal with school avoidance anxiety
294. The manner in which some schools treated parents bringing their children to school, when they already didn't want to go, not making accommodations for children who struggled by allowing the parent walk them to their class... made it worse and there's no going back. There was also the horrible no mixing, pods... everyone is a danger...
295. The bullying is made worse because of othering. My kids aren't allowed leave the class during religion and it adds fuel to the fire with the teacher of one of my children othering them, suggesting they are extra work for them and all the kids in the class witnessing this. I have explicitly said I don't want them taken to church, but they are taken against our wishes. We have zero recourse & a vety bad relationship with the school & BoM az a result. We feel bullied by them ourselves. Imagine how useless we feel for our children. This situation is dire. We dread September after escaping it for 2 months at summer.

296. N/A
297. I think in our case thankfully it is not currently an issue, we do not want our children to miss any school but feel it appears in media often as bad parenting when in fact sometimes the only thing you can do is support your child when it is simply too overwhelming for them and then try all over again the next, this is not a situation you wanted or hoped for for your child. I think there needs to be a lot of empathy and willingness to meet the student where they are. I am endlessly grateful and thankful that my son's class is thriving this year school is fun and I'm delighted that he is learning but a lot more delighted that he is at ease
298. Children spent so little time in school during 2020 and 2021 and the gaps were acceptable and we had to accept it so that’s what we’ve done
299. We are quite good at going to school unless sick or family holidays
300. Parental responsibility together with promoting good attendance at school are pivotal in a childs attendance.
301. I think a child also learns at home.. a holiday during the school year can teach a child a lot. And parents might never have the option of a holiday in term time.
302. Children who opt out from religious indoctrination in Irish primary schools miss out on the equivalent on one school day in every 11. 1 in 9 if you exclude break times. Shocking
303. Schools in Ireland are outdated classrooms are crammed and transport not very reliable not to mention the health system all those things can affect children going to school.
304. It should be linked with the child benefit payments. No school no payment
305. It’s frowned upon to send them in when slightly unwell so hence missing more days than previously however they also miss due to religious events and needing to be excluded
306. I think people are more inclined to keep their child home sick now than they would have been pre covid. It’s not as acceptable to have sniffles and colds
307. Schools cater for the mainstream. Neurodivergent children struggle in that environment and experience anxiety as a result. It's not as simple for families as just getting their child to school, some mornings their mental health needs to be prioritized over perfect attendance records. The system needs an overhaul. All teaching should be dyslexia friendly. It wouldn't take much and wouldn't bother the mainstream either. The majority of parents want their children in school and happy in school. When they are not happy we need help getting them to enjoy school again, not criticism for missing days/ statements that it is our responsibility to get them in- we know that and if it were that easy there wouldn't be much of an issue with school attendance.

308. I missed 3 days in school. My two eldest children missed similar. My youngest dislikes going into school. It is a battle daily. She had no issue in preschool. Covid happened in junior infants, she never got to know her class properly and form friends. When back to school, teachers were absent, anxious, our school changed the children classes when they were just getting settled and then all uncertainty again. So many changes caused stress, no stability too young. I also think, classes are too big and so too much for the quiet child
309. While Covid has caused some serious issues with our children's education given the un-necessary periods of time out of school, particularly for older children who are now in Secondary School, I think we giving too much weight to this to explain absentee rates at Primary School. Children have been at full time education for a number of years at this point. I think we need to examine the attitudes of parents/guardians towards the importance of school attendence. I think information of the absentee rate by age bracket at each school class level is important to understand if the problem is across all ages, younger as well as older children. Younger children, must be brought school by a caregiver. The question needs to be asked why this isn't happening. All the supports, financial and practical can be put in place, but if parents/guardians do not value school attendance we cannot expect children to. Support for children at home is absolutely essential for their future educational success.
310. There is far too much normalising and acceptance of absenteeism for hard to quantify reasons - there should be more emphasis on attending school & resolving the issues with home & school involved to improve the situation
311. What about supports for a child whose ASD setting has broken down due to feeling of a lack of psychological safety and the inability of the ASD unit to support
312. Religious instruction is taking one full school day every 10 days. This is institutional absenteeism. My child is in church for nearly one month of the academic year
313. I think there needs to be considerations such as illness for the 20 days, we've missed more than 20 due to illness and provided doctors letter but as a parent I still feel it's a mark against my child's record.
314. I typically take my child out of school for 1 week a year to avail of lower cost family holiday
315. There is so much focus on school attendance and daily homework and the fact that children need to spend time with family and exploring their environment, having fun and just being children is overlooked and neglected. There is obviously a need for formal education but not to the extent where the children are being required to neglect their creative abilities by being required to conform to a set of rules daily and not allowed to explore and develop their own learning.
316. There are many whiteout that are worth missing school for - occasional non attendance isn't the whole picture.

317. As mentioned above, school attendance can be due to sacramental preparation and mass attendance but this is never listed or acknowledged. Also, from my experience with almost 20 years teaching, the hardest part for the child in many cases is the initial separation from their caregiver whether it is a parent or grandparent, etc. Children are very smart and they know if a parent doesn't have somewhere they need to be immediately after drop-off, they are in. A position to be able to continue comforting them and helping prolong the entry in the front door of the school. As a SET and SENCO in our school, I can often be the person that might spot someone arriving late or struggling to leave their caregiver. I go to help and reassure both the child and caregiver that they will be absolutely fine. I gently put my arm around the child and chat to them about the nice things they might be doing on that day and most the games they might play on yard during break time with their friends. In cases where there may be a junior infant who or newcomer child, I may even send a photo of them happy in their classroom to their parent during the day. This shows the parent that they really will be fine and can help them to be more confident in leaving their child promptly at drop-off.

318. Parents are a crucial factor in the overall attendance of their child. It is vital that the school works with them to support their child and foster a positive home-school relationship. Very often, communication from the school comes across as patronising and judgemental. For parents like me, there is very often a valid reason for missed days. My child is not even close to chronic absenteeism and yet we receive the same messages and tone as those who are. Schools promote themselves as inclusive and caring to all and while I can see the teachers are doing amazing work, this is just true. There is still a lot of work to be done to be truly inclusive.

319. Stop blaming parents. We are doing the best we can with the inadequate supports we get from government and school. Our primary responsibility is the well being and education of our child, not simply attendance for attendance's sake.

320. My child has missed more than 20 school days this year because of sickness. You can’t send kids to school when they have a bad cold in case it’s something more (which is a good thing!). Mental health and school avoidance is a challenge at the moment (my child is also unhappy and that’s caused physical symptoms)

321. I do feel that since COVID parents are keeping kids home a lot more when they are ill than before.

322. Neurodivergent children suffer so much with school attendance because of being in the wrong environment. Of the teachers had more training and were better equipped to support children in school, we would not have nearly as many issues attending.

323. I've just removed my child from school to home educate due to chronic bullying and no support from the school. My child's mental health is my priority.The school gaslit my child and did not address the bullying

324. My son has suffered systemic homophobia bullying for the last three years years and all his absent days in sixth class are due to him not feeling safe in school and I agree. Where can a parent go with that? You complain to principal who does nothing as he put an inexperienced teacher in charge imof a class that skews has issues. You go to the board there is no support as relations of teachers are on the board. Teachers should have cameras in class. It might make them think twice before they does a certain way
325. I feel that the pressure put on parents and children in some cases is way too much some people have legitimate reasons for missing days
326. Covid showed parents that the world won't end if children miss school for things like family holidays
327. Again they miss school because they are not catholic and no supervision is provided for the many mass visits throughout the year. Disgraceful for a publicly funded national primary school.
328. There's more to life than school. Parents are able to educate their children and taking time off school due to mental health is more important than being forced to go in and mask all day.
329. I feel parents are often blamed, by both schools and the Dept of Ed. Instead of this blame game, and this drive to inform parents about the importance of daily school attendance, the Dept should look at allowing schools to take a flexible, compassionate approach, and work with parents, not against them. I feel there's an undercurrent of blame. Parents know their children best, and under the Constitution, are their child's primary educator. Between constant illnesses, and crippling anxiety, my child simply cannot manage full attendance, and I will continue to prioritise her mental & physical health over stressing about forcing her into school when she's unable for it.
330. A lot of parents take their children out of school for holiday purposes during term as it is so expensive during the school holidays and they appear to do very little throughout May and June. Covid also made people think that being absent for school for a few days wasnt that big a deal as theg were kept out for months and it didnt appear to damage them. Spending time with family is important and children learn from life experiences during holidays as well s
331. There are many reasons why parents and children are having problems with attendance but please don't underestimate the othering that religion in schools causes. It's wrong.
332. Schools are not reporting it adequately if a child has needs can miss any amount of t off time nothing is said because schools do not want to deal with it
333. Please understand how difficult it is for parents of children with additional needs in mainstream. They get left behind so much.
334. I have taken my child out of school to go on a family holiday because we can't afford it during peak season.
335. Yes. Dig deeper than holidays and parents not caring. Schools are not a safe place for everyone. Also, parents were told to keep kids off school for every sniffle and sneeze.

336. No
337. Children with ADHD and ASD in mainstream classes should get more support for school attendance
338. My child struggled before he got supports and missed alot more; not sure if his stomach issues were anxiety or not; not enough public health supports out there for children over 8
339. So much! Please contact me Amy on 0862422567 . There is so much could be done to change the lives of children and families who are struggling with life, triggered by school enforcement, due to neurodivergence . I have unschooled, schooled on a reduced timetable and now am Homeschooling with a tutor for 3hrs a week. I have immersed myself in understanding ND and how it’s impacted those who are undiagnosed and kept in school and now seeing my kids thrive you are not in school. There has to be a way to make it viable for me people . We have a right to life not just survival.
340. Our special school did not permit children to go to school during Covid with any symptom and shut down leaving these children with no support. Unfortunately it is still the case that they are operating a similar symptom programme. We’ve been asked to collect our child early and not send him in the next day if he is quiet, red in the face or feeling hot
341. I think that we are asked annually to keep them home if they are unwell, the viruses and bugs thst have been in circulation since Covid seem lingering and relentless and in order to stop the spread the children have to stay home but the stress of continued reminders of no of days absent is very stressful it is difficult when you are trying to follow the guidelines to be then advised they are obliged to report absences in excess of 20 days.
342. Change the curriculum to be child led an not ticking box exercise. All children learn differently
343. I feel my responsibility is to keep my child safe, happy and well and able to function. He is not always able to go to school, and I think making him go on the days he can't negates that responsibility
344. I think in Question 16 yo be clear I don't think covid school closures 5 years ago have any role to play in today's absences. More that increase in susceptibility of illnesses due to damage done to immune systems from repeat covid infections.
345. Perhaps alternate holidays schedules to reduce holiday price hike
346. Please please take into consideration that for kids with intellectual disabilities, school attendance is a struggle when the Irish school system insists on mainstream integration but without access to a special classe unless you are one of the lucky few who have autism
347. It is a constant, unending struggle. The struggle begins on Saturday afternoon and continues until Friday morning. It is daily in our house - attendance is fairly high but the emotional toll it takes on her as a child is too high - the pressure and stress it causes in the house is unnecessary and has far reaching impact beyond our home.

348. The current school system is geared for the masses and does not suit some children particularly neurodivergent kids. Covid has shown parents that alternative approches to schooling are possible and work for many families.
349. I think the mandatory reporting to Tusla after 20 days absence is not well understood and causes unnecessary worry to parents of children with chronic illness who miss school through illness.
350. The question above is misleading. Covid still affect attedance because it is having longterm implications on childrens health, not because of the legacy impact you are implying.
351. Small children shouldn't be feeling any pressure to attend school, all of the emphasis being put on it places stress on them that small children shouldn't be feeling. No child should ever even have their attendance mentioned to them in any way negative or positive since it is in no way the responsibility of a small child to get themselves to school. It is the parents who get them to school and thw parents who make them early or late. Honestly it should be viewed as bullying to even mention attendance or punctuality to children and doing away with that practice across the board would make things better for everyone
352. Children suffered hugely during covid years. Some children might have siblings with additional needs and this can impact both the child with additional needs and the neurotypical child attending school having to get the SN child to appointments be it medical or therapy can often fall at the same time as trying to get the neurotypical child to school. Therefore supports in school would best suit not only the SN child but all children in the family if their speech /OT were in school.
353. Attendance needs to be linked with child benefit. Parents are enabling their child in not attending school.
354. Family holidays during term time mean that 20 days absence are quickly reached
355. Question 17... presumably you are asking about the impact of lockdown and the ‘break in social contract’ with parents not seeing it as essential to send children to school every day. But Covid causes immune system damage leaving children more susceptible to other illnesses. The illness rate has increased substantially since 2020 yet nobody is asking the question if repeated covid infections (often caught in school) is causing this. There’s only so long lockdowns can be blamed incorrectly.
356. No
357. Better planned inset days might help. I also think a few days here and there for a family holiday should not be made to be a big issue
358. Sort out the delays and barriers to children accessing mental health services and assessments. Once we got to the bottom of why Paddy found school so difficult- his dyspraxia and ADHD, the school and I were able to meet his needs and everything in his life improved, especially school but also his relationships with his peers and his participation in sports and after school activities.

359. I think we have to differentiate between being sick (physically or mentally) / being absent because of a family emergency and taking kids out of school because of extended holidays (I don't mean missing one day at school but a week or so). There is a difference - i.e. can't help it (being sick/ family grievance) and can help it (family holiday).
360. Its parents responsibility to ensure children under 26 go to school to help them progress in life. If there are issues there needs to be more resources for parents to work with the school to ensure max attendance. Holidays and couch days should not be tolerated and a fine system should be in place.
361. Take religion out of school. It’s the cause of many children being absent
362. My daughter has missed over 20 days in the last two years due do ilness - tonsillitis, chicken pox etc. This has to be factored in on recording this data. I understand the need to capture to data for situations where it is not illness however I think parent/ child should not be labelled or feel bad when it is ilness relates
363. Not every day is felt as being useful. Some days children will be split into other classrooms if teacher is out. Some days are oriented towards sport..some children are not interested or injured etc..
364. Social isolation from peers to me is the second most common reason for a child’s refusal. Teachers can help but they choose not too.
365. Reinforcement of kindness and inclusion should be a priority message within the department of education. Too many teachers are shouting and beeing harsh in their classes towards their students. And they are never checked by anyone.
366. We deal with school refusal on a daily basis. I am firm and stand my ground this makes my child late 9 days out of 10. I wish the school could pick up on whats happening so they could support us.
367. There seem to be strong and longlasting viruses that are keeping kids out for longer
368. Child has dyslexia , he can get very anxious when tests are mentioned .
369. Would love to see a more holistic approach. My child has v good attendance but is bored with curriculum. Would love to homeschool but it is a big jump. Our local school is v religious and catholic focused also which does not align with our beliefs. My child is left playing noughts and crosses alone with herself while they pray. Lots of easily sorted issues with general attendance for many but unfortunately I feel parents are not being seen or heard.
370. Pressure on kids has never been greater and they are still feeling the effects of lockdowns. Their schedules are too busy and they have the pressure of the online world to try and "live up to" The world has changed and a lot of kids really don't see how sitting in school doing workbooks is relevant.
371. In my opinion School attendance will gives them a good discipline that they will carry for their life (Discipline).

372. My daughter has additional needs, I take her on holiday when kids are in school as it's less busy and I will continue to do this as it's what works best for my child
373. Different attitude by both many parents and some teachers. More relaxed about missing days. 40 years ago, a few days illness in a year was the max, now taking holidays is routine for maybe 1/4 of families. Does not help that last month of year is not scheduled normally for full teaching.
374. My child missed 20 days mostly due to genuine illness. I have worked in schools where children have missed over 100 days. I think there should be different bands of attendance and that 20 days of genuine illness should not be reported or seen as chronic absenteeism when genuine and explained.
375. I think data on attendance should be linked and reviewed on a family basis. My 3 children attend 3 different primary schools as mixed junior splits into separate girls and boys. Coed schools are better as the whole family attends and the school can consider if the factors are child-related, family-related or both. Perfect attendance should not be rewarded as this is unfair on children and families experiencing illness.
376. I believe some parents don't value education as they may not have had a positive experience in school themselves. Today, the school environment is so inviting and all children are welcomed into the school my daughter attends. They have an autism unit, SNA's for designated children and various programs for children that are good academically to keep them satisfied also. One thing that I think could be improved is sports facilities. In deis schools, they may not have the same facilities as schools who are in a position to fundraise to pitches or equipment. There should be a special grant or incentive for DEIS schools as through sport, many children who may not excel academically, could excel in sport and therefore feel more included in the school community.
377. Make it easier to give up languages if they want to
378. As I mentioned above, family visits abroad or even family budget holidays are crutial for the family to strengthen their bond. Families (some) cannot afford to go on a holiday in July and August or even during Christmas and Easter time as prices go through the roof! Poland is one of the countries that prices are ridiculous...
379. Families struggle in general and they tend to book holiday out of the usual holiday period for better prices
380. Absences can be for cultural reasons, celebrating different festivals or visiting family abroad outside of school holidays. Should be accepted, as long as child has good attendance otherwise and is not falling behind
381. School attendance issues is very complicated. In our case in school mental health support and understanding the issues was critical while other may have finance or language barriers
382. Our child had excellent attendance prior to COVID... A handful of days missed per year....since COVID they pick up illnesses much easier and frequently. This year our child has had pneumonia, flu, hand foot and mouth, vomiting bug...never had these prior to COVID and strict isolation rules

383. attendance awards should not be given - it encourages children who are ill to go to school. children who are ill should not be in school it has such a ripple effect through families and the community.
384. A lot of kids miss school as they are not being supported in there. It is not just the parents work to make them go, school needs to be a welcoming place to go as well
385. Some kids are genuinely sick more than 20 days per school year.
386. I think parents' attitudes are sometimes very lax about school attendance and they need to be educated in the importance of consistency in education.
387. I think attitude of parents changed over covid where a sense of not needing to go to school was established.
388. Children have picked up lot of flu since pandemic- mine had 2 or 3 doses in as many months. I can’t send my child to school when they are clearly unwell with fever, fatigue, persistent cough. Also we are fairly large family so I feel more “close contact” than say a family with 1 or 2 children
389. Slit if anxiety since COVID. Mt daughter doesnt like school. Refuses most days and we battle everyday
390. Listen to the children
391. Since covid I would keep my child home over cold and that more then b4 covid as you realise more about things being contagious
392. I do think attendance at school is important for various reasons but also to learn that consistency is important. However I do not see the harm in taking my children out for holidays if their attendance the rest of the time is excellent. I value family time very highly and that holiday time together is so important
393. Holiday prices too expensive or busy in school holidays
394. School refusal can be very difficult to manage - it appears as a a school issue from home but a parenting issue from school. Just because a child performs as expected in school does not mean they are not anxious.
395. The issue I mostly see is parents setting the wrong tone. For example 1) Booking 2 weeks holidays during school term 2) Allowing kids to be off school for minor issues e.g. kid is tired. Also, many parents don't understand the link between attendance and learning a
396. increase to 25 days. Children are different, they get sick in different ways. Parents don't always get vacation in the summer.
397. Give awards to students who have good attendance on a term basis. Set the expectation for the children that they are expected to be at school. Watch them rise to it.
398. There has been huge incidents of illness this year
399. i noticed kids a lot sicker more often since covid and nothing we can do can’t send them in if there sick
400. Parents need to take responsibility for getting there children to school
401. No
402. The pressure to be at school every day when you can teach your kids life skills at home I feel is not always necessary

403. It should be possible for children to pursue other types of structured learning - like forest school - during the school week, and for that not to be marked as absenteeism. It’s hugely beneficial for all children but especially for those for whom a classroom environment is challenging.
404. U don’t make any big deal in full attendance my son had 100% attendance in junior infants and no little medal think the small things do help
405. Employee education welfare officers trained in understanding of ASD. Stop EWOs threatening parents of ASD children with court
406. I think Covid changed people’s attitude to school attendance. There isn’t the same importance on the child attending everyday because they missed so much school and possibly are not seeing the repercussions with their children.
407. Bus transport to school would be a good option for families, removing parent arguments with children and the routine of going to school like most other countries.
408. If one in the class is sick and attends, it spreads leading to longer absences. My son is asthmatic and suffers with respiratory complications when others just experience a common cold. Other students coming in with coughs and colds affects his attendance as he has to come out once he contracts an upper respiratory
409. Work from home has a little impact: I.e. if they are a little bit sick, I will keep them home more easily since I don’t have to take a day off for it. So my children miss more often as I now adhere more strictly to HSE guidelines in winter.
410. My twins both most likely have ADHD and ASD we are waiting on AON. This has meant we have had to try understand what is going on for them and implement strategies to help them regulate their body's and attend. I am not a trained professional AON is helpful for the person the family and school and will improve attendance if timely diagnosis and supports are given.
411. Yes child being out sick, on family holidays, family occasions should be fine and not any cause for reporting. Children are not machines and require and should be allowed these times and also rest days if exhausted 😴 and bereavement time, illness time, hospital appointments. There are many food reasons children miss school. It's not the end of the world. My child is a bright and clever and always attends except when ill, holidays etc. Let children be
412. It’s difficult dealing with a child’s anxiety and unhappiness towards school. Mental health is top priority.
413. It's a big trend family holiday
414. My child is 6. At this age they can have toileting issues and UTIs can be common. This can contribute to absenteeism at this age I feel.
415. Appointments usually need to be attended between 9-3 also.
416. In order for families to go on a holiday or staycation, school term time is unfortunately the cheapest so there I hope families will not be penalised for a child missing a week of school in order to have a family holiday.

417. As a parent and a teacher I can see the benefits of school attendance for a huge number of reasons but I can also see the benefits of missing a day here and there for life experiences. 20 days is a considerably short period of time in the grand scheme of things. If a child has a temperature they are asked not to attend school for 48hours thereafter. That results in at least 2 days missing, in most cases unnecessarily. Hospital appointments are scheduled for weekdays. Unavoidable things that mean kids miss a day here and there and result in parents being threatened by Tusla is ridiculous.
418. No
419. My girl hates wearing her uniform unless it the tracksuit uniform. Perhaps start the day with a class that's most popular (activities)
420. I feel that a soft day off every now and then can be nice for both child and parent
421. Neurodivergent children find school hard, schools are set up for neurotypical children. Forcing children wirh neurodivergence to attend school when they are in burn out negatively impacts them and is against best evidence. Parents want their children to go to school. Involving OTs and allied health professionals in schools can only be a positive and long term is cheaper especially for children for less wealthy background and poor education backgrounds as this encourages compliance with OT sessions and improves school adaptions and attendance. We all need to work together better for our young children and not use them as apolitical stick to beat teachers and parents with.
422. It's my responsibility as a parent to ensure my kids are in school but if they are strong willed or anxious this puts parents in a very tricky situation with little advice and supports
423. There should be a differentiation for kids who are genuinely off sick with chicken pox, strep etc who could infect the school community if they attend or go back too early. Why don't we have sick certs the way you would in employment for certain illnesses? Not all children should report to Tusla automatically after 20 days. School should have discretion to report legitimate chronic absence. Are resources being wasted reporting all and then Tusla communicating with more parents than require.
424. I would hate to think that ppl would force their child to attend school ill
425. If a child has provided a doctors cert to explain their absence this should be excluded from the 20 days
426. It is not just students, teachers are also taking alot of time off during term time. Lack of support for children with additional needs is a huge issue and for most children it is impossible to attend every day without burnout as the expectations from them throughout the school day is too much. Homework also needs to be abolished. After school activities are just as important for kids development so most aren't sitting to do Homework until after 5pm. There is no down time and it is leading to a negative view on school
427. The right school placement is key.

428. I think maybe if the governemtn had not been so flipant and stupid about closing schools willy nilly during "covid" people would take it seriously. Family holidays and experiences are more important now. They only have themselves to blame. People value family time and being together the most important thing, above anything else. No one else to blame but the people who locked it down. Absolute disgrace to be honest.
429. I try only keep my children at home if they are unwell however twice in the last few months family occasions have been on weekdays which meant I had no choice but to keep them out of school, there has to be a bit of leeway now and again
430. Children are allowed decide when they do things even school
431. A school's attitude towards the children is hugely important throughout their school going days not just as infants
432. I think there should be special rules/allowance applied to chronically I'll children. My son has a kidney disease, which does make him miss more days that I would like to, which is outside my control and his absence is reported to tusla same way as for kids that just go on holiday.
433. Im much more conscious of my children's health than ore covid. I no longer feel comfortable sending them in with a chesty cough or a head cold. As a result they miss a couple of days in Oct and again around Dec,Jan timeframe which can result in up to 10 days out in the first 2 terms.
434. More SNA allocations, especially for DEIS schools.
435. My daughter has asthma and therefor is sick a lot
436. Unless a child has a legitimate reason to be absent from school which is confirmed by a professional, eg, a doctor, I think parents should be fined. I'd say attendance would soon be on the rise again.
437. It’s 100% year to date but he missed a lot of preschool with bugs/illness etc
438. maybe increase the allowed absence to 60 days. Rather focus on the childs development.
439. I feel the new rules around attendance reporting and the focus on this woth young primary school children is wrong and neglectful and only putting more pressure on this underage children in already stressful situations. I'd there is a message to be given re attendance in the age group it should be given to parents the school in opinion is out of line in running competitions on attendance on children from 4-13
440. The incidence rates of viral illnesses (Covid, flu, RSV, bacterial pneumonia, norovirus etc.) have all increased since 2020 - repeated viral infections damage kids' immune systems leaving them more vulnerable to common colds etc. These are airborne and therefore hand-washing isn't enough to protect kids - attendance could be improved with ventilation, air filters, and better understanding of clean air. Kids have a right to a safe environment to learn in, and shouldn't have to miss school because they're picking up viruses at school.

441. Basing your research on 2022/23 skews the data as schools were still very much telling parents not to send their kids to school if they had a sniffle or runny noise. Most people would have sent the kids like this before covid.
442. Less homework... more communication from teachers - more feedback
443. Food menu
444. Schools need to talk to parents of the children missing school regularly. Holidays are not the issue
445. There should be more breakfast club/afterschools for children in the actual school. The school building should be opened earlier for parents who are working,
446. Dislike these surveys as everyone's circumstances are different
447. I think that taking a day off here and there to make memories and engage and connect with your child in what can be a very very busy lifestyle is something that can be positive for a child.
448. Bullying is the biggest obstacle in my child's casel
449. Attendance is desirable and I believe what every parent insists, unless there is underlying problem (bullying...). However, there should be awareness that there is children coming from different countries, or their parents are from different countries, and they want to attend certain family occasions in the country their parents are from. I know that is treated as "holiday" but it is much more important than holiday. Personally, we plan our holiday during school break, my child has 100% attendace at the moment. But in fee months she will have to miss few days of school because of family wedding. I know so many people with similar reasons for absence.
450. Many children feel vulnerable, different and are othered if they're not treated equally. For eg a non religious child ina Catholic school left at the back when children are receiving religious education instead the schoolscould teach ABOUT various religions objectively and include all children equally.
451. It would be wrong to implement a fine based system like the UK, as this doesn't actually help. My child attends every single day except where very sick or one holiday a year. So less than 10 days, this seems doable. Also why are children missing school for teacher training days, when teachers could simply train during mid-term or summer breaks, are they not paid through the summer?
452. Na
453. No
454. I think for some families the only opportunity to afford a family holiday can be during term time
455. Absenteeism can often be a sign of problems at home. Home life needs to be a bigger part of this discussion.
456. For me kids either miss school for two key reasons - family holidays as it is less expensive during the term or sickness which is unavoidable

457. For one of my children school curriculum is never going to work when the whole emphasis is on your ability to read and write - if you cannot do this no matter how intelligent you are it is extraordinarily difficult to achieve in school and there are no alternatives. When you have complex needs sometimes missing school actually enables you to manage better, this is after years of trying many options. However i am aware this is not the case for majority of children. My other children do attend school almost every day. I believe it is my job to do the absolute best for my children and sometimes that actually means allowing them time off as they cannot cope!
458. There should be a holiday allowance other than the 20 days as this would show the kids that are not just on holiday but are struggling in some way with school
459. More breakfast and afterschool clubs
460. Covid required kids to stay home if they even sneezed, now they are being made go even if under the weather to meet department requirements and school statistics to be reported on in monthly reports. Didn't deal with any anxiety / separation anxiety issues in many children during and following Covid. It's dishonest
461. Emergencies happen, deaths in family's, pet death, parent Ill. There are reasons outside of sickness that should be taken into account
462. This child is better but my other children still have absenteeism issues in secondary school allStemming since Covid.
463. Neurodivergent children sometimes benefit from some days off to prevent burn out.
464. Just being honest but it's the cost of holidays during the school holidays that play a huge factor too
465. Really the only time we take them out of school when it's not illness related is for two weeks in June for a family holiday - at this stage in school all the drumcondra tests are done, they are not doing any serious stuff at school and the cost of going on holidays in July/August is ridiculous
466. We learned during Covid that the world didn't end when we stopped pressuring children to attend schooll everyday
467. Neps need accountability my son is waiting 3 years and and dyslexia no assertive tech that he needs wanted a new report done movie to secondary school soon and still no neps
468. The EWO says that not sending your kids to school is seen as being neglectful. which I don't. I see that the state and tulsa, who the ewo are a part of, are being neglectful by not seeing the bugger picture of what is really happening at schools. they are not suited to this generation. punishment, have to do etc are common practice outside of school, yet thats how most teachers are. parents are even been taught to parent more gently and schools are not following suut
469. One ofvmy children has dyslexia & dyspraxia & finds school very difficult. She gets excellent academic support in school, but I think kids with these difficulties also need psychological/emotional support. It's very hard going in every day when you're feeling like most stupid person in the class...

470. I do think that they are out alot more since covid because it is frowned upon for sending your children to school If they have a simple cold etc so it's easier to keep them off for a couple of days to make sure its nothing else.
471. Covid affected my son he just seem to totally lose interest & wouldn't engage with the online learning it really set him back in his learning
472. I believe the dept. of education has chosen this issue to pursue because they see it as an easy win they can talk about before the next election. There are many more pressing issues the department could chose to focus on instead such as the lack of school places for autistic children, the lack of secondary school places in some areas (a child in greystones Wicklow was forced to repeat 6th class because they had no secondary place), adequate school bus places, the fight that schools face to attain adequate SNA access and in my own child's case they have been taught in prefabs for 6 years with no start date in sight for the building of the permanent school building despite the land being purchased years ago. Ireland already prosecutes parents when it is believed their children miss a lot of school time with good reason. There is no need for this campaign. It will only place further burden on parents and GP surgeries who are already overburdened. I have a friend in the UK with a primary school aged child. They are very strict on school attendance in the UK and fine parents if a child has too many unauthorised absences from school. This has caused my friend to feel forced to bring her child to the GP whenever she has a minor childhood illness just to obtain a doctors note for the school, even when her child has illness like the flu where no doctors treatment is given and really there is no need for the child to be taking up a GP appointment, especially when GP appointments in the UK are already in very short supply. In addition to the earlier reasons listed I feel that because my child has long term health issues and additional needs this needless school attendance campaign would cause unneeded stress for my child and family. My child has missed 34 school days this year. Almost double the amount allowed. However on top of the normal childhood illnesses all children get, my daughter has had a 9 hour scoliosis surgery with a 10 day hospital stay and a surgical site infection requiring a 12 day hospital stay. I can provide doctors notes for the time period when my child was admitted to the hospital, but there are also other times when I cannot. For example my daughter was admitted to the hospital on 8th May, however she also missed school on 6th and 7th May because on 6th May I noticed the infection developing and kept her home and on 7th May I took her to the hospital for advice but she was sent home. If new rules were implemented where I'd have to provide doctors notes for all school absences it would cause me to spend a lot of time and effort chasing up hospital doctors secretaries for notes that cover this grey area of missed school. This is exactly what a parents looking after a medically fragile child doesn't need. We are already stressed and exhausted without the addition of stricter school attendance rules. Please consider the points that I have raised before making the rules stricter because it can cause a lot of unintended harm.

473. They don't want children in school with flu like symptoms so they have to stay home from school so it's hard to keep the absent days low because the sickness spreads through the class. The bugs spread like wild fire through the winter.
474. Sports, afterschool activities
475. I think it’s down to services. Lack of sna is huge and it depends on the type of principal also in a school.
476. Poor school attendance is linked to poor parenting in most of the cases I know. Education for parent, parenting courses, holding parents responsible should happen.
477. It is my responsibility to look after my child’s well-being, sometimes that means going to school and sometimes that means having a break and needing other support. That is my responsibility
478. I don't think giving out prizes for attendance is helpful. My child was very sick with a bad ear infection and ended up even more upset because of it. In other situations, it may not be the child's decision not to go and it seems unfair
479. What I see in my children's school the main reason for absence is holidays like visiting family abroad and for some parents who doesn't work it is not a priority to take their children to school or take them to school on time.
480. Child needs to feel safe and be happy, and alsoencouraged at times
481. To clarify the attendance issues caused by Covid 19 are that children caught Covid in school (some multiple times) and many now suffer from Long Covid which can be debilitating
482. The Irish system is a lot better than saybthe UK where parents are sanctioned for days missed. After all, parents are their children's Primary Educators
483. More practical hands on support is needed for schools
484. Parents responsible for getting children to school and fostering a good relationship with learning and school environment
485. The structure of the school day should encourage both mental and physical diversity. Often play breaks are cut short or not facilitated at all due to rain. Often PE is cancelled. A better balance needs to be found between classroom learning and outside classroom learning.
486. Keeping them home when sick but then not knowing if that's the right thing due to absenteeism
487. We received a letter from school from HSE saying if your child has a fever or cough to keep them off! So clearer guidelines on if children should be ok to go to school and in theory spread the illness. Otherwise my child is supposed to stay off according to HSE
488. School need to start supporting parents and not putting everything on the parent. The schools don't want to take accountability or responsibility
489. Having discussions with children themselves is the only way to solve this problemIn the long term

488. School need to start supporting parents and not putting everything on the parent. The schools don't want to take accountability or responsibility
489. Having discussions with children themselves is the only way to solve this problemIn the long term
490. I feel it is easier for students to stay home if their parents are working from home and since Covid there are a lot more parents working from home.
491. As an immigrant, my children will sometimes miss school due to us returning to our home country during school times. As much as I try to avoid this, flight prices, emergencies and administrative needs (renew passports) means sometimes I am left no choice but to miss school.
492. Parents can only encourage children with school attendance so much and quite often they themselves need support when it comes to dealing with a child experiencing school refusal. Support for parents and children should be paramount rather than keeping a tally of days attended. I disagree with tokens being used for good school attendance as there are a complexity of issues which may result in a child being absent and possibly down to no fault of their own. We need to change the language around this as it is a huge problem.
493. These expectations re school attendance are only suited to children without additional needs Each neurodivergent child should be not be expected to attend school on a daily basis It should be based on their level of capability and what they can manage to accomplish without it having a major impact on their mental health. There is a slight shift taking place but we are a long way off providing a needs based education for these kids and they are being discriminated against on a daily basis by a system that is mostly designed to meet the needs of neurotypical students and is discriminating on a daily basis towards the needs of neurodivergent kids
494. I think parents are more likely to keep their child home when sick now. The risk of making others sick is considered much more now, so absenteeism in winter is especially affected, but for a valid reason. It is also fairly common to take a child out of school for holidays in the primary years before there are any exams.
495. It’s essentially like a work environment and they will be doing this until they retire. It’s ridiculous.
496. There is a very clear lack of understanding on the difficulties some children have in school, the support provided by the Dept of Ed doesn't trouch the surface of the needs of children in school, a lot of children become overwhelmed when they don't understand what they are learning and there is little to no support for children who don't fall into the higher end of learning difficulties.
497. If bereavement in family, or appointments for possible kids surgery should not be put down as kids being absent, not to be included in 20 days allocation
498. While in our home we hold education in high regard we also hold life experience in high regard and I do not feel bad for taking my child out of school to have such life experience on holidays. I feel it is all about balance.

499. I think they should have more control over the care of sick or symptomatic children. At the beginning of winter, my daughter missed many days for this reason. She was well three days and sick the remaining four. I, for my part, didn't send her to school to take care of her and her classmates, but other parents did, and this became a vicious cycle of illness.
500. no
501. Parents should face sanctions for taking their children out of school for cheaper holidays.
502. As a separated parent, it is often a case where our children are allowed stay at home for minor alements, where the other parent is easier to get around for a day off school. I try to encourage full attendance as I’m fully aware of the importance of an education and the benefits it creates
503. My child doesn't want to go, because teacher ignoring him, don't like him principal as well has her opinion. He is autistic,but not that visible
504. Our school opens at 9.30am making it almost impossible for working parents to get them there and bk.
505. It’s not a simple issue. Focussing on attendance often results with sick children being sent to school to pass on their illness to all other children. Some families can only afford to go on holidays during the off season. The school environment must be made more enjoyable. It should be focussing on letting children be themselves. Instead of focussing so much time and energy on trying to make them all fit the same mould (all children must wear the same uniforms, belong to the same religion, they must all learn Irish, etc)
506. Schools try their best
507. Covid created a sub culture if excused to justify not attending school..there became a system where there is an expecting to provide work on online platforms which has and is still is happening however there is minimal engagement with the work. There is also a snowballing effect with absenteeism where missing results is a gap in knowledge. Children feel they cannot bridge the gap and this in itself creates mental health issues surrounding attendance. Parental support is integral to school attendance and consistency in the importance of every school day must come from home first.
508. Wellness is as important as attendance. If grades are good for that child then it shouldn't matter about their attendance.
509. Told not to send your child if they're sick but when you don't send them the school has issues.
510. Too much homework after spending all day in school is time consuming and not necessary when children do so many other extra sports activities outside of school.There is enough time during school hours to learn what they have to
511. My children are not in school either because they are sick or we are on holiday having family time together which is equally as important . They learn about new cultures amd countries.
512. Kids will be sick and it takes time for them to heal up. So parents need more days off school for kids.

513. My child loves to go to school
514. The Covid excuse shouldn’t be at play anymore. While attendance drives may be a good idea to improve metrics, it may put pressure on excellent attendees who get sick during such attendance drives. The problem should be tackled with students and families facing challenges directly, and ensuring the support and education goes to those households. I also don’t think good attendance should be rewarded with no homework
515. I think school attendance certificates and rewards for kids attending school are I'll advised and do not address the issue. Kids cannot help being sick and this counts against their attendance. Parents should be encouraged to keep kids out to rest and recover and prevent spread whereas some kids are upset not to get full attendance. Appreciate this isn't the case for those chronically absent but it is not the right approach as a school either. Individual supports and contact with parents rather than putting it on the kids would be better.
516. Parents should lead by example, if a child sees a parent lying about the house and not going to their work ,what role model is that showing to a child to attend school and better themselves
517. Consider prevalence of unofficial reduced days, days child did full day's as apposed to children being sent home earlier due to the school not being able to support the child to regulate.
518. I believe after Covid, my daughter is very conscious of ‘Appearing Sick’ at school. So even when she is getting over a bug she still worries about going back in and people thinking she’s contagious.
519. If the school tells you to keep your child home if they are showing symptoms of certain illnesses but you deem them fit to go you should be allowed send them
520. 21 days in a school year is not enough for children with ASD and other medical conditions like my child for Tusla to then be informed. My child has autism suspected ADHD and A medical condition
521. The teacher attitude has a lot to do with a child’s attendance.
522. I think it's important for children to have a day or so off from school, as an adult would from work. Mental health days etc
523. I’m imagine it’s more difficult for children with ADHD
524. The 20days of missing school sickness with a doctor's note should not be counted within the 20days as it's something we can't avoid as parents .
525. I think we also must look at teacher attendance especially in secondary level - if students are see that teacher who are in a position of responsibility are out for long periods does this encourage children to attend and have regular and consistent teaching
526. Unfortunately we can’t travel on holidays during July and August as the temperatures are too hot, so we take our children out of school for family holidays. It’s as important for families to enjoy this down time and bond, as it is for them to attend school. With most mothers now working, not everyone can take annual leave at term times, so more flexibility is required. I also think our school holidays are much too long, the Dept of Education should be looking at other countries who have much less holidays

527. Being sick and staying at school is ok but you can't expect to get any prove from gp because to get appointment you need to wait for few days.
528. As my daughter is a foreigner, the climate is affecting her quickly and leads to absenteesm
529. Parents are under so much pressure both mentally, physically and financially that some feel the need to take holidays during the school year as they are more financially affordable. I don't personally but I do think that everyone should be able to take a holiday and if it is not an exam year then a week out of school should not be a big deal when life experience and family bonding are the reason.
530. Autistic burnout
531. Families and parents are overwhelmed and burnt out; sometimes they don’t have the capacity to support the child in attending school
532. The current school system needs a complete overhaul, my daughter and many others need a small school hub that focuses on life skills
533. In June children do very little curriculum work as most have it finished. There is a lot of art & movie watching, we take out kids out for holidays in June as it's half the price & they aren't missing important curriculum work. A family holiday in my opinion is way more valuable to them over colouring in & movies
534. No
535. I think that Covid showed some neurodivergent kids that there was an alternative low stress alternative to school; more supports for neurodivergence and developmental trauma is required; can Ireland set up School Wellbeing teams that are school focused versions of CAMHS/Primary Care but need to be multi- disciplinary and include Support Workers, there are models for this in the UK and internationally
536. I think covid impacted (some) people’s perceptions of school. I often hear “they were able to miss so much for covid & it made no difference”. It’s an odd idea but I do believe people think it’s given them a green light to let their kids miss school. I think homelessness is impacting attendance hugely. How could school be a priority when you’re under chronic stress caused by having no home. Can’t understand why government can’t see that
537. Parents seem to think that it is ok to bring their child off on family holidays regularly throughout the school year. When children are off due to illness and medical appointments it is very difficult for the child and these absences are unavailable for the child but when schools are doing attendance drives the reason for the absenteeism is rarely taken into account. It's unfair on those children that will never attain full attendance due to medical reasons, to be constantly rewarding others for full attendance when these children cannot attain full attendance through no fault of their own. There has to be a distinction made for the child that is off due to chronic illness and the child that is off due to family holidays.
538. School up to age 16 is not compulsory and it is incorrect to say it is. Education is compulsory but this does not have to be via a school

539. If schools can schedule a winter/summer week off that is not nationally coordinated, it could facilate a family holiday that is not extortionate in price, and reduce parents having to keep kids out of school to be able to afford a break
540. I believe that due to the spiralling cost of holidaying during school holidays that many parents (including myself)opt to now holiday during the school term to make family breaks a reality
541. As a society,everyone needs to be willing to listen to each other about things like ADHD, Autism, Dyspraxia etc,and to acknowledge it often runs in families. We need to stop with stereotyping. We need to look at films like an Cailín Ciúin and remember the valuable role extended family plays in everyone's lives and to remember that many people from stable homes went and stayed with relatives who played an important role in their lives. We need to stop isolating parents, especially mothers, and stop blaming them. We certainly do not need to do what other jurisdictions do. Every single time Irish society and educators have got sucked into doing what the English do in terms of managing people, it has not gone well. List off the religious orders, and you will find that their founders were responding with empathy to a cruel system that eventually managed to twist and warp their ideals. If we had remained trubto their ideals, to the Kildare Place Society's ideals, to Patrick Pearce' ideals, to the Legion of Mary' and VdeP's desire to give people proper support, we would not have the dark history we now have. We can choose now to have empathy and sense, and decide to do what the decent people who go before us did and not get sucked into the approach that hurts young people and parents. We don't need to be condescending and presume people need to be 'educated' on the value of going to school - this is Ireland, we value education, and not just as something to prepare people for work. We don't need to turn the positive thing that encouragement should be into manipulation, shaming and pressuring mothers and young people (I say mothers because it's nearly always mothers that are trageted). Many believe they're not manipulating or shaming - they are. They are presuming people just need to be 'convinced' and that theie mindset needs to change. This is not really how human beings work. While mindset makes a difference, there's also often barriers that people have to deal with. That's what they need help with - and they know what they are, and what they need. Again, it's how those who started outreach and education programs started. It's how Frank Duff decided to find a halfway house for women leaving Monto - they told him what the barriers were, and he helped them deal with them.We can increase the home school liaison program, and collaborate with families, not punish them. Social workers no longer send children who don't go to school away, but it seems they are being taught to have the same attitude to people as those who caused distress for so many communities. The UK approach is reminiscent of Victorian and Edwardain attitudes to people, except we manipulate, rather than use force. We don't need to do that here. We know it doesn't work. We know authority does not 'know best'.

542. We have a good attitude to school attendance in our home so I am not very qualified to say what might help those in more difficult situations.
543. My daughter has hayfever so she misses days as I'm still afraid since Covid to send her in in case people think she's contagious.
544. I think attitudes have changed to being sick. Previously if a child had a cough they would be sent to school. Since covid I think people are more aware it's not acceptable to send sick kids to school. I wish I didn't have to remove my kids from school, but I have to around Catholic sacraments preparation time because they get left out and ignored for not participating. In the workplace that would be considered a form of bullying.
545. Sometimes absenteeism cannot be helped and in my own personal experience there can be an element of guilt felt by the parents for keeping the children off even though it is for good reason. There is a fear that the days add up throughout the year
546. Some children are impacted by underlying health conditions such as asthma and when other children go to school with viral infections then the child with asthma misses school because the infection they picked up in school makes them sicker than the other child
547. Education doesn't happen only between walls.the children benefit from spending time with their families,going on holidays,exploring the world.Every day attendance shouldn't be forced at all!the kids should learn basic subjects and lots of practical skills!not just getting prepared for exams and for being good tax payers but to be thought how to live and not to depend on their goverments!
548. Very difficult to get medical appointments outside school hours.
549. Covid simply an excuse at this stage
550. Yes. I feel that families need more support. In the 1980's 1990's there was usually a parent at home. Now families have to have two parents working otherwise it's a huge struggle financially- parents need more support the cost of living is a very real factor. Parents are juggling too many balls and dropping them
551. It's very different with children who have autism but are not eligible foe austism class. These children are lost in school with not enough support
552. Focusing on being present it a hollow focus. We need to focus on self sufficient and we'll developing children. There is a lot more to life than just attendance at school. We should focus on outcomes, not time sat in a desk like any successful company would.
553. No
554. We need a shared approach, not fear of EWO its do stressful for the parents
555. Dept of education needs to understand the actual reasons behind a child's school attendance and not punishment for lack of school attendance instead support
556. I think parents after COVID are unlikely to send their child to school if they have a cold.

557. A reward system in the school seems to be having a positive effect I hear my girls talk about it
558. Children in primary school are vulnerable to many illnesses therefore it is unfair to exclude genuine sickness when considering absenteeism
559. Neurodivergent children and disabled children not be accommodating is huge
560. Some parents need to step up and get their children to school.
561. Schools needs mental health professionals on site
562. Start focusing on the reasons behind the non attendance
563. It would be good to assess attendance based on ethnic or socio economic groups as the trends might be different
564. School is not the only place that children learn and less emphasis on this and more emphasis on supporting families would be much more helpful to our children forntheir future.
565. Have alternative learning options to regular curriculum
566. It's extremely important for their overall well being. Maybe breakfast clubs and lunches would ease the burden for some families who are struggling aswel as free travel for students maybe. Some more fun non academic activities might make it more appealing for children such as community involvement/history trips/ baking days/more sports varietys etc.. just some examples 😊 anything to keep them interested and enjoy their time there.
567. My family (and many others I know) go on holidays the week of sacrament preparation. I may also add that I am a primary school teacher and see, first hand, this huge theft of our children's education time each day and in the year of 2nd and 6th Class. I have no problem having my children absent during this time as at least I know that their time is being spent far better with their family, enjoying time together than to left to stay quiet in the corner and watch whilst their education time is given to their peers who are learning about their own religion. It's madness that this can still happen in 2025. We feel completely ignored and let down
568. More family supported is needed in a timely manner to address the issue holistically
569. School attendance may be helped by approaching the way of teaching differently. Children need a more natural environment to learn, they need a more active base
570. Parents should be held responsible when children miss too much school.
571. In situations where there is school avoidance, it is not the parents fault if they are trying to get their children to go in to school. Some responsibility has to be taken by the education/school system. A complete over haul of the system is needed, instead of putting all the blame on the parents
572. Holidays are cheaper during school term
573. Missing school directly affects ability & results, vicious cycle of I missed X, can't go in today. Escalates very quickly

574. My kids are more than a statistic, while I understand the importance of education , I also need to prioritise my kids wellbeing over the legislation at times. Some kids don't win the genetic lottery when it comes to health - be that physical or mental. Most parents are up the walls stressed out trying to keep the bills paid, food on the table and a roof over heads. Most people in childcare and education , particularly the early years staff are shamefully underpaid. Childcare should be a not for profit enterprise subsidised by the government where kids well being is prioritised rather than profits.
575. Covid showed parents the advantages of homeschooling in a lot of circumstances and that children thrive much more when in a homeschooling environment
576. please ditch the homework. it is a nightmare for kids and parents.
577. One of my children has missed 15 days so far due to illness,there is too much pressure on parents to send children back not fully well in fear of missing days regarding the 20 days before reporting.Genuine illness is not catered for.
578. Please stop taking the report from 2022 so seriously, everyone was still using the covid restrictions and keeping children at home for sneezes coughs and colds, you can't blame anyone parent or teacher for their carefulness
579. Attitudes have changed in society. Parents not respecting the teachers and their roles. Social media influences making memories teaching kids by travel etc. No that's just to justify the non attendance in school. It paves the way for future work eithic and commitment and drive to complete tasks and preform. I never missed school. My kids don't miss much. Maybe a little more than I did but not excessive. I've to work. Can't be home to mind. That's also a motivator to good attendance.
580. Schools should be stricter
581. Listen to the children. Ask them what are their reasons when they don't want to go in
582. School attendance is based on the child's happiness in school and if there needs are being met every day with correct support and a lot more playtime which is really where children learn. The amount of breaks in routine is not helpfull to kids with 2 weeks off for Easter and Christmas and 9 weeks off for summer. It would be better to reduce the length of the days than have extended periods of time off where they have to resettle so often. Reducing the week to four days a week and making up time by reducing length of holidays would be better for kids. Also except for reading homework should be abolished. It causes extra stress on parents and children. There should be more focus on after school exercise or play programmes.
583. In school initiatives such as HERO are really effective. Poor attention affects all pupils not just absentees because it causes disruption.
584. Schools need to be the decision maker as every situation can be different, my son had emergency surgery and before Christmas had almost reached the 20 day limit because of recovery, this is an example of where common sense needs to be used instead of a punishment to a family

585. Needs much more flexibility & airlines /travel related business need to be called out on their price gouging!
586. The absolute lack of understanding of ND children and the ridiculous expectations on them to be able to manage like NT children without understanding or support is a joke.
587. Respect ALL children. You made your bed during Covid now you may lie in it.
588. We take our youngest out for the last week of June to go on our once a year family holiday for financial reasons. He never misses a day otherwise unless he is ill
589. Attending current school was determintal to my daughters mental health which is my main priority.
590. Covid is causing chronic illnes, chronic absenteeism, chronic mental health and very poor ability to think, to be active and to be healthy. Good God why do you wait to Question 16 to ask this? Own it, recognise it and fit every classroom with HEPA filters, have a clean air exchange policy and have robust policies that deal with the affect of post covid syndrome and what it does to children?
591. Worries about absenteism encourages parents to send sick children to school and not let them fully recover/risk passing it on to class mates or school staff
592. Some children love school and don't like to miss a day. Some schools force reduced timetables without consent from parents, causing anxiety in child, making them feel they don't belong. They then threaten expulsion if parent doesn't agree. Parent is then labelled a problem for speaking up for the child. A full audit on schools with autism classes needs to be done .
593. School requests on parents reasons for kids low attendance to better understand and take necessary actions.
594. Separation anxiety from parents can be ongoing esp when parents have pressures of racing to work.
595. I think to financially penalise families for school absences would be catastrophic, families are already under extreme financial distress, something like this could literally put people over the edge.
596. I think most absences are for family holidays. This has become the norm in our school and we are one of the only families who do not do this. While family holidays are important, I do see them impacting on kids education.
597. I truly believe that parents mistrust in enforced curriculum aspects sphe be cinealta etc are underestimated when looking at reasons for nonattendance
598. Listen to the child, try to get to the real root of not wanting to go and ensure it's addressed no matter the reason.
599. School days are short and holidays long when compared to other EU countries. This means the school day is packed in order to cover the curriculum and so children become exhausted and frustrated. Consideration needs to be given to the overall term

600. If my child is sick they will not be attending school. However if they are well enough I do work at home. Attendance rewards are extremely unfair on children as thry have no control of being sick. Encouraging children to attend when sick is not right.
601. No
602. Covid still around but children need to be back at school. Clarify when they should stay home when sick, is it okay to go to school with a slight head cold etc ?
603. I don't encourage laziness and staying home during the school day. But we shouldn't be absurd when the child is mentally tired. When he's sick. And yes, when he takes a vacation.
604. I do feel that the school breaks/holidays should be reviewed as due to significant price differences between taking holidays during school year and during official holidays, this is why many parents take children out of school as otherwise it wouldn't be an option to go on holidays otherwise
605. The social aspect of school is great. Homework needs to be done away with. I find I causes severe anxiety in my children attending school, makes the evenings drag as they become emotional, over stimulated etc. In a working environment your not expected to continue work after hours. This should stand with homework
606. In my circle, most kids who do not attend are doing so either because 1) they are sick more often than before (& that's most likely related to covid known effects on immunity) 2) some are going on holiday out of calendar, because that's the only way their parents can afford it. None of your suggestions help.
607. I think since Covid teachers are very quick to have a child sent home for saying they don't feel well
608. I take my children out so do educational activities. Glandore National D hook does not give them what they need academically. They attend CTY on weekends
609. no
610. The school tell us that we should not send a sick child in to school, so when they're are feeling very unwell/have a fever, we don't send them in. Those days can easily make up 20 days in children like ours who don't bounce back quickly from illnesses despite medical care, and yet it feels as though we are being penalized for keeping them home when they are I'll.
611. It is very moderate approach here in Ireland.
612. The
613. We try to take family holidays during school holidays but it is not always possible with my husbands job
614. Mental health and menstrual issues can also impact attendance and should be considered valid reasons for missing school without involving Tusla
615. Since Covid people are more conscious about not sending a sick child to school. This will automatically affect the number of days a child attends for.

616. I would like to see less homework no because of helping them at home but I do think children do get sick of having to concentrate all day on books and then come home and have to do it all over again my child is 8 and it could be an hour to don this
617. Bullying in school in a major problem. Children need to be better educated on the effects of their actions and that bullying is a criminal offence.
618. My child has missed 16 days this year all due to sickness I'm making sure now not to miss anymore more days coming up to the summer but I feel there has to be exemptions on the 20 day rule if the child is genuinely sick if it even requires notes from doctor's I just feel it's unfair to red flag a child over 20 days when there young as they can get very sick during winter leading to sometimes a week absence with a cold/flu so I think sickness is completely different from other reasons and should be dealt with accordingly.So with that 20 day rule in place I would feel under pressure to send my child to school sick which means passing on illnesses to either pupils or teacher so I believe sick days should be treated separately there young children so there going to pick up viruses etc at a young age.
619. A child's mental health must out ways any attendance issues.
620. Certificate for 100% monthly attendance works well in our school
621. Anxiety around so many issues seems to me to be the biggest thing that is stopping children. My own, bubbly, confident and intelligent 5th Class daughter feels immense pressure to look the right way, know the things that others know, impress her friends. She has no phone or access to unlimited Internet but she is in the minority in her class. A big push on taking phones out of primary school pupils lives would give them back their childhood I feel. I see evidence that her classmates are viewing or consuming unsuitable online content and she is being affected as a result of their talk and behaviour. If children could just be children and concentrate on playing and having fun and experience success in as many areas as possible it would be so much better for their mental health.
622. No , thank you
623. Kids are getting sick, 20 days in year is not enough and it's huge pressure for parents to worry about that.
624. In most cases in my household if my kids miss days from school it's because they are unwell and unwell children should not attend school
625. No
626. Childrens needs should be addressed sooner by the school instead of parent having to fight for an assessment on my child. I had to get it done myself. She is in 6th class now and I only recently gotten her diagnosis as a result of getting nowhere with the school. They have let her down enormously and is suffering as a result 😡
627. My 3 kids have 100% attendance recognition at end of year would be positive
628. Important that children attend as regularly as possible provided they are healthy
629. Trip attendance

630. Parents projecting their own anxiety onto the child
631. Some children more affected by covid than others e.g children in 5 or 6th class. Missed the important socialisation with friends phase in 1st & 2nd year sec school
632. Swimming lessons for young girls getting their period and developing some quicker than others is putting a lot of stress and anxiety onto the girls. Mine doesn't want to go to school on swimming days because of it
633. N/A
634. No attendance is good apart from being sick and thinking it is Covid etc
635. Having home schooled my children during covid, logged in for lessons. I no longer feel guilty about taking mt children out of school for family time. for
636. For a child with special needs they can find school so much more difficult than a child who grasps things easily. There should be so much more SNA's at school to encourage and assist those who learn at a slower rate
637. My child would feel so much more confident about going to school if he was allowed to get grinds in maths and irish.if this benefits my child I can't see how it would be a bad thing
638. A number of times my child has been marked absent from school although she was in school all day
639. Holidays during term should not be allowed. This is seriously impacting attendance.
640. I feel as parents they are made to feel guilty for sending a child in who doesn't want to be there, either by child, staff or other parents. This should be discouraged
641. No
642. If an issue arises, school needs to interact with parents immediately and not dismiss it. In my experience, the blame was put on me but without looking at the cause and underlying problem. Teachers need more training to spot a student struggling.
643. My daughter has additional needs. She is receiving no support from the hse no support from the educational system. If occupation of therapist , speech therapist , physiotherapist and children were listened to there would not be a tsunami of undiagnosed children with Additional needs no child wants to stay at home far from it the lack of education on autism is shocking from the department of education
644. There's lots more I could say. I clicked yes for "it is my responsibility to get my child to school" but that's not entirely true. It's my role to make sure my child is educated. The way you have written this question is deliberately misleading i'd say. It is also true that it is my job to protect my children from harm, which is why one of my children was removed from the system. Just so you get the full picture! Also, I clicked "false" on Q15 because my child is "allowed" miss as many days as they need to. Education happens everywhere, not just at school. Again, the way this is written is scaremongering. If an adult was being bullied and massively unsupported at work, would you stop their sick leave at 20 days? No!

645. If there is a child in a class that's needs more help but isn't getting it from the school as they don't have the facilities for the child, the whole class suffers.
646. Encourage curiosity.
647. No
648. Child care needs to be highly subsidised to take stress off parents and kids and have a healthy work life balance
649. Schools should not have to fight for SNA or Support Teachers. If they were in plentiful supply alot more students would be regulated and this in turn would help to reduce the number of days missed by students. School transport should also be provided for every school and parents should not be made fight for a place on the bus.
650. No
651. This survey is a joke and doesn't come close to understanding the ROOT cause of chronic absenteeism. It is deeply disturbing you have conducted this as it shows a huge chasm of lack of understanding of the underlying issues. Pointless
652. It is unfair for students who are genuinely sick (tonsills) being denied little school award (gold stars) because of their attendance. It can be tricky for some parents getting 3kids of different ages (12, 6 & 2) out the door. If the child is in by 9am (school bell is 8.50) it should not be deemed chronically late.
653. Will the medically vulnerable children be forced to attend school despite medical advice and risks? Will medical certificates, consultant letters, and school outbreak notifications continue to be respected without parents being penalised or investigated?Will there be independent auditing of data entered by school administrators? How can families challenge incorrect or unfair coding of absences? Will there be consequences for schools that input incorrect data, whether mistakenly or deliberately? Will EWOs receive specialised training in SEN and in understanding the unique challenges of families with medically vulnerable children? Will their role include supporting families, or simply reinforcing school-supplied data-even when that data may be incomplete or inaccurate? Whether these best practices will be genuinely collaborative and supportive of parents; Or if they will rely on punitive or surveillance-style measures that pressure families without considering context or medical justification. Will parents have full access to their child's attendance data? Will there be a clear and accessible process to dispute or correct errors? Will there be protections are in place to prevent misuse or rigid enforcement of attendance rules. I respectfully urge you to ensure that this new policy framework does not unintentionally harm or marginalise families who are already doing their best under difficult circumstances. A compassionate, transparent, and inclusive approach must be central to any solution aimed at improving school attendance.

654. 20 days absence is not high in my opinion. For example if a child has a bug they can be absent for 5 days at a time. And it is not unusual for kids to catch multiple bugs during the school year. I would not send my daughter back to school until fully better so as not.to spread to other kids
655. No
656. Life is holistic. Not every child is academic, some are athletes, musicians, artists. Some high achievers in these fields may need to “miss” school to compete, this should not be an absence, the children are learning, just outside of the school remit. Schools are also very strict in teaching children not to come in while sick, which leads to children not wanting to go with the sniffles, which is an overreaction. I’ve seen my children cry about going to school with hayfever as they worry teacher will give out to them “for coming in with Covid”. A balance is required from teachers on this front, some practicality.
657. Explain to children WHY they have to go to school, it's a tool they can use to help shape their own lives
658. None
659. My daughter has 3 years in primary school with 100 % attendance and so does her sister in 5th year. No excuse to miss school unless sick or appointment
660. I see families who travel during school term for 2 to 3 months to their home countries.
661. I personally struggle getting up and waking kitchen after long nights them not sleeping and having to rush them to school and try be social then outside the gates with others
662. Kids can be absent due to illness (hospital appointments ect)
663. N/A
664. As its important for kids to go to school it's also up to a parent what they want to do with their kids
665. No
666. myself personally know this year for our son his absence is above 13 days due to bugs and operation and orthodontist visits
667. A harder penalty for Parents who take their children out of a school term for a cheaper holiday, as this is not the fault of the child who misses school but the parents.
668. Special needs son has health issues sometime caused by health issues in the school. Kids attending that are sick and improper ventilation and mold.
669. In some schools there is a toxic environment from top down not in this school I am completing this about that my son goes to but the one my older girls go to.
670. No
671. I hope that the attendance issue highlights and helps a reform in the education systems in ireland

672. The survey questions above - my answers are different if I consider how I woudl answer in realtion to my child as opposed to 'children in general' - two very diffeerent sets of answers and it is not clear which you are asking..
673. I have been asked to bring my children late to school, missing several hours of school, due to them being as is their legal right to be opted out of religious education. I felt I had to take my children away from the school environment for both the Carol service in the church and communion preparation it was too intense and permeated the whole school day.
674. No
675. I think since covid there has been a marked increase in school avoidance. I think our 16-24 year olds have little to no resilience these days. It’s creating a really bad work ethic by not ensuring children attend school every day.
676. You were more inclined to send a child into school with a cold/cough prior to COVID.
677. As our child is only 7, covid has not affected her school as it would have if she was older.
678. Unfortunately this survey is not fit for purpose (it was very difficult to answer the questions as the proposed answers are not correct) and doesn't help in understanding why children are not attending school. one of my sons is one of the children unable to attend school at the moment. i think you should consult with Neurodiversity Ireland who have a great understanding of the issues facing neurodiverse children. it very much is the school environment and lack of teacher training in neurodiversity and the lack of supports to enable children to go to school. its not that children wont go to school. they can't go to school.
679. If my child is missing a day at school it’s always for a good reason, never to just stay home doing nothing or watch tv.
680. It upsets my children , when other children take time off for fun things like holidays
681. Regular attendance is important to give children the opportunity to mix with others, gain confidence in their social skills, aids learning and development, sets them up for their future educational opportunities
682. As a parent I'm reluctant to send a child with a cough/cold to school to minimise it spreading.
683. She is educated by being on holidays with us and if we did not take her out during term it would not suit our work or our budget
684. It’s very simple to talk about the rules for parents. Children must attend school is an easy statement to make. As a mother who hasn’t been able to work because I’m sitting on a school corridor so that my child can attend I can tell you it’s far more complex than that for many families and there is no support in place for that

685. I think covid changed the way schools themselves viewed children being ill and as parents we were encouraged not to send our children in with any form of illness, whereas previously minor headcolds and sniffles wouldn't have necessitated staying at home. My children's school still promote keeping children at home if unwell even if just a common cold. They are also still using ventilation in winter months with windows open during freezing weather so I'd be less inclined to send a sick child in with a sniffle as they may get worse sitting in cold conditions all day. For the most part I don't give my child a day off unless they are sick or we are on a family holiday which financially may need to be during some school days (although I try to limit this). Anyone I know is of the same mentality so I don't feel it's chronic absentesism in any of my 3 children school
686. No
687. Keep it up as every year improves
688. Absolutely ridiculous that this issue is seen as the responsibility of schools. It is a parent's responsibility solely to make sure their children attend school
689. No
690. School ending earlier in June.
691. I don't think it's down to COVID anxiety, I think it's down to government chronically underfunding children development aids that were put in place. No development checked huge waiting lists for and additional need many of which could be sorted out pre school or at least in the early school years with support. Same with huge waiting lists for medical, waiting for years for things like hearing or gastro issues. Not good enough and that's feeding into school anxiety and other additional needs
692. No
693. I think schools are drastically underfunded and lack the adequate space and staff resources to support all the children and the variety of needs in this current inclusive model of education. It’s absolutely desperate how the government treat our school staff and students. The level of dis regulation in classrooms is at an all time high and it’s due to a lack of space and the relevant support staff to enable the inclusion of all children in mainstream education.
694. I believe the absence of the teacher has a reflection on the students in that class. If the teacher is regularly out and there is not consistency the students find it more difficult to go to school
695. Most of our absenteeism is due to family holidays that can't be afforded during school holidays
696. address bullying
697. Why no focus to support high achiever as well?
698. Nil

699. As long as the children are happy and thriving that's all that matters. Stop trying to pigeon hole every child into being an academic. School can be boring and repetitive for many kids and many love it. If parents take kids out for family holidays this should not be an issue. Also telling parents to keep kids home when they are unwell and then criticise and complain about days missed is complete hypocrisy! If my child is unwell I have common sense to keep them home and mind them.
700. I was never contacted by educational welfare officer when my son missed so much school. I got meithal involved too but we stopped when he got into camhs as well. For us camhs worked seeing the psychologist there.
701. I think there is also onus on the school to make sure students don't see their timetable filled with time wasting- lots of "free classes" in secondary school and disorganised Transition Year programmes can definitely negatively impact secondary school attendance
702. There should be a separate days for sickness and other absences. It's unfairly targets children more prone to illnesses. May children luckily do not get very sick but other children in the class are almost constantly sick.
703. No
704. There should be an allowance for children to attend family holidays or special events. COVID has thought us that it is ok for children to miss some school. Allowing parents to be transparent and open about this type of absence will foster better engagement with schools
705. For many children but especially neurodivergent children covid has caused huge rise in anxiety and still impacts current mental health
706. I think genuine illness causing Tusla involvement could be overkill. It would be important for the school to step in to ensure children didn’t fall behind educationally. However the added worry of reporting when a child is unwell is unfair on parents.
707. Absenteeism should be noted and the school should try to establish reasons for it. Liaison with parents is necessary as they may not be aware of their children missing school. Regular pt meetings would accommodate continuous dialogue.
708. No
709. No
710. School times opening and closing and volume of homework given to small children I think affects school attendance
711. The lack of school bus tickets is a big factor to those who heavily rely on it and are not allocated a ticket
712. Not all schools have the privilege of a home liason officer. I think that would be essential for all schools to have someone in that role.
713. Chronic absenteeism is relative to the parent. For a child who never misses days 20 days is a lot where as parents whose children are struggling to attend because of MH then 20 days is very little.
714. Kids in crisis situations need such a loving atmosphere when they do attend. Educators have a massive impact on kids happiness
715. I consider flexibility in attendance to be an important thing.

716. Kids with complex needs have medical appointments and illness some less significant and should be noted. Days where school closes due to staffing issues should not count
717. The kids are not the problem. The system is the problem. Let's work with the kids not against them.
718. I used to think 5 days a week was very important but I now see the benefit of a day off every few weeks to help my son reset. School isn't always the best place for a neurodiverse kid.
719. I think because of Covid some parents got into a bad habit of missing school
720. No
721. I think parents should be made aware of the dangers of social exclusion and poverty if children don't have a proper education.
722. My child suffers underlying health conditions which cause him to miss school I find the principals over attendance is very rude n causes anxiety on parents that has sick children there no support at all for worried parents to speak to they don’t want there children to miss school but has no choice when there ill there no support only teacher giving out n reporting parents which from experience is cruel
723. Create a well supervised structured environment built on relationships and respect
724. No
725. Remove religion from all schools now
726. Cost of living crisis has meant that many parents can only afford family holidays during term time.
727. The gaps from Covid need to be addressed as they impact, kids are expected to know stuff there were never taught and have just moved on from.
728. Support kids if there are not happy with there class or teacher
729. No couldn't answer questions 3 or 8
730. It is too easy for some children stay off school. Change mindset of parents and children on this issue. Remind parents of their obligations at start of year and at intervals during the year.
731. It seems to have relaxed since Covid.
732. Parents are the key
733. My child had a late ASD diagnosis and had to fight for limited SNA access, no ASD class in current secondary school and no places available in other schools. No guidance, no call from EWO, nothing, attends part time only and doing home tuition. School have allowed reduced timetable but my daughters mental health is declining, they want to be normal, why are they made to feel this way as have an invisible disability, such judgement from lack of knowledge from both students and school staff.
734. Price of holidays during school holidays means the many people who have family abroad will take children out of school to save money.
735. I feel it should be equal effort for parents and school staff. Working together to find out why students won’t attend school.

736. No
737. I think there should be fines for unexcused absences from school paid into the school account.
738. Parents must encourage kids to go to school but family holidays and together time is just as important. Not every parent works the same hours or days as schools so yes kids will be taken put of school during the school year and that's a parent decision and jot for a school to reprimand. I would hope that parents are clued enough not to be jeopardising kids education by taking them out of schools at key times.
739. None
740. We are too lax on attendances in Ireland. Parents are the cause, either by taking them on holidays during term time, or giving in to the children. Parents should be punished financially if a child misses more than 10 days without a valid reason.
741. The simple fact is that many Irish families are more complex than the one parent income, one parent at home taking care model that Irish institutions seem to build their procedures on. In our family we have two working parents, caring duties to elderly grandparents and family members living overseas in Australia. Generally speaking, if our children miss school, it is because we have been caught up in other pressures outside the family that we cannot control. In addition to this, it is extremely difficult to be in a situation where two parents are working full-time and the schools run less than 40 weeks of the year with teacher training requiring closing of the school often with very limited notice. The impression we generally get from this is that it's not that important to them that our children attend - is there some reason, for example, why teachers' meetings can't be held after school rather than having an early day? And don't even get me started on the bit where religion is a pointlessly time-consuming part of the curriculum, with literally no plans being made for children who are not doing communions etc. I chose to take my son out for the week of his class's communion because I knew from bitter experience with my first child he would be bored and frustrated and become disengaged with the whole process. The overwhelming feeling from schooling in Ireland is that children's and parents time are not valued and we are clinging to a model that worked 50 years ago. In Australia, for example, every school has a canteen and also easily accessible school care that brings the school day out to 6:00pm. They make it easy to bring your child to school for a full day, even when you're working full-time. My children's current school in Ireland do not and sometimes when the pressure mounts, school attendance has to be the one to give.
742. Work with each individual family to fid out why and some schools have policy that a child needs to stay at home for 48 hours if showing cold or flu symptoms or had high temperatures or vomited that is a main reason why children are missing school also
743. School is a stressful and overwhelming environment for all children, a lot of peer pressure and expectations.

744. My son has missed 20 days so far this year. This is because we took a holiday at the start of the school year that was affordable for our family along with absences for contagious illness throughout the year and side effects from the MMR vaccine. We are an "average" family, are children are happy to go to school every day (they are only in Junior Infants and 1st class) so we are lucky in many ways. Our school runs an attendance competition twice a year that I do not agree with and have spoken to my children about. It rewards children who attend every day that month with a homework pass. Children who are unwell during that month were upset because they missed out. I don't believe we should be fostering the idea that being unwell is a failure and that kids should be pushing through or potentially spreading illness just to get an award. Carrying this lesson through life means the idea is replicated in the workplace - being sick is failure/weakness and you should be able to perform regardless.
745. No
746. It has so much to do with home environment whether a child attends school or not unfortunately.
747. Personally, I found parents to be soft with children and have no issue with letting them have a day off school. My daughter has days off if she is unwell but that's it, it provides a standard of work ethics from a young age. We do countdowns to next holidays or days off and focus on the good things. We are blessed as she has always had great teachers, great friends and loves going to school
748. Just seem to be a a different rule for some people. Nothing is ever said or done but if my child miss more than 10 days we get a phone call And a Letter home, my two kids have only missed 9 and 10 days for the whole year thst is with a bereavements in the family.
749. Kids throw up, kids are ill and to be responsible parent is also not transmitting these illness.
750. Good attendance really comes from the attitude within the family. Where value is placed on attendance in the family I imagine it is reflected in the studance actual attendance. Where there is little or no value placed on attendance it would be more difficult for the student to also value it. This is a gap that the educators must try and fill. Peer groups could really help here or big brother programs.
751. Allowances should be made for family holidays as long as attendance is good all year round.
752. Principals could be more pro active in encouraging children to speak about any issues they are having in school
753. we need to stop scaring parents , my daughter has had strep A 3 times this year . school have stated do not send in if child is sick so I don’t but will then threaten with Tusla so from now on my child will be sent in sick as GPS do not give doctors notes for kids
754. Focus on which year has the poorest attendance and try to understand the cause and solutions

755. I have an older child in secondary school and both children start at the same time. Older child would receive detention if late so that results in younger child sometimes being late. If schools in area communicated or if school times could change as time goes on
756. School is mandatory we can pull our children out at any time and home school if we choose or feel our child is not getting surport in school.
757. My son loves his school and this has made the school experience on a whole excellent for him
758. Families working full time, or if parents are sick it's hard to keep good attendance,
759. Very important for a child to go to school. It's unfair on the child to be out and then when that child returns to the classroom, they are completely lost. Also unfair to the teacher
760. I think Covid gave children the idea that school is not necessary for education, that home learning is possible. My eldest son (12) has often questioned why school is necessary for learning when he knows he can learn well, sometimes better on his own at home. My younger children (8) only experienced covid in preschool so don't express this as much but sometimes still feel there is not enough challenge at school or have issues with other children's behaviour/the noisy environment.
761. I believe school attendance is the whole school approach. From the way a person makes them feel from the minute the walk into school. Equally teachers or anyone in the school must remember this is the only safe space that child has been in that day with warmth and food. Equally i have my child tellling me about a class mate not been in and why he never gets a day off..
762. It's not that our kids don't want to go to school it's that they can't .. that's what the government and services don't get
763. Your survey is really poor
764. If a child has a health condition that causes more sick days, I don't feel parents should receive a letter about absent days threatening tusla. Scaremongering the wrong people
765. I am very disappointed with the new bullying policy. I think to ask children, in our case an eight year old to have to sit with her bully and mediate the situation without her parents is a disgrace. It has meant we can't progress our complaint and the school will not do anything else. A child should not have to go through this when they are being bullied. They should be supported
766. Your survey is confusing. It's not clear if you're asking about MY family's experience. Your questions appear to be asking my perception about EVERYONES experience. I can't really see the value in you gathering my perceptions rather than my experience
767. Schools have to work with the parents to help school attendance
768. Parents need to take ownership of their own kids and be more accountable. Schools can help by providing supports such as breakfast clubs and after school care to enable parents to get to work on time.

769. My eldest has missed a lot of school due to her later diagnosis of autism & ADHD , perhaps if she had received earlier interventions then this wouldn't be the case. I've noticed that the age 10 seems to be a crucial age for children. It's when I recognised on reflection that my mental health issues started. It was also the same for my 3 girls. I think they start to notice that they're different and the academic gaps start to widen. My now 11 year old only received her diagnosis of autism before Christmas, as a result, she make less so things that we thought she wasn't struggling with, she was. She has no capacity to mask to the degree that she was doing before. She feels like she's faking herself and her family. That couldn't be further from the truth. I'm time to stop shaming parents for behaviours that teachers aren't seeing in school, the parents have no reason to lie. We want what's best for our children, we want them to succeed but we don't want to further traumatise them by forcing them into an environment that currently isn't meeting their needs.
770. Covid 19 was detrimental in someways for.socialisonv but I personally it gave parents a chance to have fun with their children and teach them about life
771. Our child's school offers awards to students for being attendance heroes. They have a buddy system where small kids have a bigger kid to look out for them or be a safe person to confide in
772. After school clubs just mean kids are in school for the whole day. A child who already struggles with attendance will not want to stay in school for longer than is necessary
773. Parent blaming and teacher blaming is really easy but it's systemic failure that is stopping my child having an education
774. I see it becoming acceptable to not send children to school which I disagree with. In Scotland where my nephews are they are not challenged at all when they do not attend. No supports in schools to work with mental health and I would fear this would happen in Ireland. School is meant to be the happiest years of your life and it should be a place to feel supported, included and where your imagination and interests are nourished. Thank you.
775. Both my kids have chronic absenteeism for different reasons. One child has a medical condition with repeated surgery. Surgery takes place 4 hours away from home so my other child misses school as local to school there is no one to care for her while he is hospitalized. Additionally mental health struggles make this issue worse. And a few missed days can snowball quickly where it is very difficult to get her back into a routine.it feels like in the moment of crisis with school refusal - as both a parent and teacher there is no where to turn for help. It is just a parent struggling to convince their child to go to school- and it doesn't work.
776. Ensure a child is not missing school due to their parents lack of responsibilities. Support the children to adopt and help when they have mental, anxiety etc

777. When the school does not support and understand a child's mental health issues it has a negative effect. It leaves parents feeling helpless at home, trying their best to help their child get to school. But when there is no support IN school before the asbenteeism happens, it has a knock on effect.
778. Children miss school with illness but don’t receive doctors letters. So parents still receive tulsa letters
779. I think cultural holidays and experiences should not be considered absents if you can provide documentation to show that your child learned and experienced something educational. For example if you miss a day or two of school but you visited Rome and explored the history of Rome.
780. I think school attendance is different for everyone, and the reasons behind non attendance should be looked at rather than just counting days.
781. I'm primary school allowing for some more unaccounted absenteeism night take the pressure off some children and parents. I'm some cars acutely and others more just as convenience
782. School attendance is important, and there is a problem when children don't attend for reasons such as a parent not ensuring that the child gets there. However, as a parent who has a degree in Child Psychology, I also know and value the important of travel for developing children/families. For many families (like mine) it is expensive to travel in summer holiday periods and we find it difficult to make this an option for our family. However, traveling during the school year is something we can afford financially, and we know that there are tremendous benefits to growing and developing children by traveling. When traveling children are being exposed to different cultures, religions, customs, and languages. They are able to learn adaptability, resilience, empathy, and history comes to life. Studies show that engaging in new experiences and exploring unfamiliar places can boost happiness and reduce stress in children. I have always offered for my children to right a report for the teacher while we are away outlining what they have done/learned (no teacher has taken me up on this as of yet) and I have also ensured that they stay caught up and don’t fall being academically. I worry that we are headed in a direction like the UK of charging fees for absences related to travel and know how detrimental that will be for families like mine who value cultural learning as well as school attendance.
783. I believe holidays or day trips with family are educational in they’re own way and shouldn’t be frowned upon
784. My child started school after covid so I can't comment on the impact of it on school attendance from personal experience
785. It’s up to the parents to provide their children with a positive attitude towards school
786. Reward is a good motivation for kids to come to school daily. A class reward is good so students can encourage each other in a class so the whole class can get a reward. U can start small time frame first like weekly basis so results can be achievable then can move on to monthly basis. Then the class with high attendance rate can be rewarded as a whole.

787. Adequate provision of vaccinations that are free to avail of for parents to help reduce sickness. As a teacher and parent family holidays & illness are the top two for absenteeism. Give more funding to schools for vaccinations & advertise early! Provide funding to schools for things like hand sanitiser, classroom cleaning products etc. We got increased grants for cleaning and products during Covid but these were taken away then. We still have other germs that cause sickness. If a child is sicl they should not be coming to school to infect others. We need to message to come across loud and clear also. We don’t need parents sending sick children to school!! A 10% allowable absenteeism rate would be 18 days. Aim for this & will see a small improvement in attendance. People will always go on holidays as it’s cheaper off peak. Children will always get sick. Please give funding for mental health as it is chronically underfunded. As a special education teacher is it what impacts my students the most (mental health & anxiety). Lastly, classes should be well ventilated

788. A parents job is to encourage and advise child to go to school. However a parent cannot ignore a child's distress and drag a child to school. Exposure therapy does not work with school. A child often needs time to recover from burnout. Children who leave school early often go on to enjoy learning in youth reach, NLN or PLC courses. Maybe not every can learn in a school environment. I hated learning in school but enjoyed college. People have some automy in adult learning. Very little given to teenagers. Alternative learning schools need to open as not all kids can learn the same way and government naive to think they can.

789. I feel there are so many children forgotten about with special needs that cans get school places why is there no help for them.children should be able to be taken on a holiday in the school term they are so expensive during the summer holidays leave children enjoy there life.

790. Not me personally but I know families that take time to go on holidays during the school term as they get cheaper holidays during school term

791. Children living in below standard conditions, ie Citywest have more absentism due to lack of facilities, cleaning and fresh air in rooms. This causes increased absentism due to illness.

792. if i was supported by local government i would homeschool my children. Too much pressure on parents to do homework financially also to pay for things . More creativity is needed in the learning process

793. During big holiday breaks school can support parents to send the portions taken during school. So they can help kids at home.

794. Educate parents. Lazy parents children need to identified and have a talking to.

795. The issue is COVID-19 the disease, not "lockdowns". COVID-19 is weakening our immune systems and is constantly mutating so vaccines/prior infections aren't enough. Children need clean air in classrooms/school buses. Hepa filters should be a priority.

796. Sickened in smaller children during winter months is normal - children shouldn’t be in school if sick

797. Schools operate under their own rules and laws. When they are not nice environments for small children, more must be done. Teachers and other children can bully a child and get away with it. The system is flawed. We are trying to operate inclusively so kids must be catered to and accepted. Shocking how intolerant and out of touch some primary school teachers are. Also, there is a perplexing desire to label small children, if they don't want to be in school, maybe they are autistic, adhd etc. My child was anxious, didn't like school, paid to get him tested twice as school wanted a diagnosis so they could help him and would not help if no diagnosis. He was so scared he was in meltdown. But no diagnosis. He was just anxious. School has pushed us getting him tested, we never believed he was, they told him he was probably autistic. Why could they not have listened and believed he was anxious. They turned his world upside down and ruined his childhood. Why are these teachers allowed do that and kids are being labelled and scrutinised in this awful way. Primary school is an unsafe environment for children so I do not doubt that many parents keep their quiet, anxious, autistic etc or not socially developed children at home. Missing school days for mental health of the child. 20 days when a child suffering is not a lot of time to miss really either. My son missed some time as school put him on a shortened day and I taught him everything. I found out myself what he should be doing. They abdicated their responsibility. But I feel now at least he wasn't in that hostile environment as often. It was systematic abuse by teacher, kids and parents. Children should be accepted. That is very basic. The charter of human rights would say Irish primary schools in crisis.

798. Sometimes schools close for the day for different reasons. Sometimes kids pick up awful sicknesses throughout the year and cant attend. They might go on a holuday because july and August Holidays are too expensive.

799. Push the days out to 25, and consider holidays in summer time are too expensive especially if going abroad maybe if people r going on holidays outside the summertime allow 1 week of, Some Teachers/Principal need to speak to children or a child in a nice manner no matter the circumstances and cut back on the homework.

800. School should be a bit more flexible in terms of family holidays. Not every family can travel during school holidays due to ridiculous flight prices.

801. As a parent working in hospitality is a struggle for having holidays during school holidays

802. While I consider it important for child attendance at school, I also think some parents have valid reasons why children are not in school. For example children suffering from chronic illnesses like asthma means reoccurrence of illness leads to absenteeism.

803. Why should I force my child into a place that causes mental distress from bullying by the very people supposedly there to protect them. It’s not all about the responsibility of the parents, what about the responsibility of the principal and teachers etc to behave in a safe way and provide a safe environment. The system protects these abusers and forces parents to continue sending their kids in to school to be abused. It’s like the church all over again, we’ve learnt nothing.

804. Yes, lack of resources and the misunderstanding of the rights of the children with or without a additional needs, children are been left behind
805. Appointments are scheduled on school days, competitions are also on school days this should be considered also
806. We are sent hone email stating if child has colds cough etc not to send them into school! So we don't send them un and then your sent an email cause there not in!
807. There needs to be more consideration of students with higher support needs given to all national and school policies
808. We need a support to report problems with teachers outside to the school
809. So e questions had only one option to tick. The one where my child and regularly have disagreements about attending school I could only pick sometimes. But there should have been an option for never as we don't disagree about attending school
810. I don't know who compiled this survey, but it is like a survey for 5-year-olds. If this surveyis meant to be for parents -well then God help us. You have so many restricted options that it looks like a first year undergraduate has been tasked with doing this. If that is the case then why bother at all?
811. My children only miss school due to illness or a family holiday
812. School attendance is extremely important at and my children attend school at all times unless unwell. However - I would have no issue removing my child from school for a family holiday if the occasion should arise. As long as they are up to date with learning and their behaviour in school is good then they can miss a few days to spend time bonding with family and experiencing other cultures.
813. The only take I take my kids out is when I know there will be a lot of focus on religion and they will be sidelined or worse dragged into it!!
814. School closures during covid 19 left children high and dry with. I thought of how it was effecting them long term. Everything they knew all of a sudden just shut down. Children are left feeling anxious. Parents were made to keep children home with even the slightest sniffle when schools reopened, it is difficult as a parent to now know what is acceptable for attendance. School closures also resulted in weakened immune systems so children are catching colds and flus more often than pre pandemic.
815. No
816. There shouldn't be awards for attendance
817. No
818. I think the framing of questions 16 is poor. I suspect when you were talking about the issues related to covid-19, that you're talking about the behavioural issues called by the impact it had on society. Whereas anybody would have basic level of scientific knowledge can read the research papers and see that it is having a physical impact on our children. And on every area of their body. Including their brain. This is going to have a knock on effect including behavioural and their level of ability.
819. No.

820. If people are still using COVID as an attendance excuse they'd want to give their heads a wobble
821. No
822. Мы украинцы и нам трудно из-за языкового барьера.
823. Sometimes the child might have an issue with a teacher and how they communicate within the class to the students which may affect the child’s willingness to go to school
824. post covid, the singular focus on maximising attendence is lessened
825. School attendance is important but child health mental and physical are more important.
826. I think most of it lies with the parents attitude and background. Parents who work send there kids to school as much as possible as they don't have childcare arranged but parents who stay at home might be more inclined to give them a day off if the weather is bad or they feel tired or unwell
827. ideology in schools has grown dramatically in the last decade, and it is not aligned with the social and cultural majority of the island as the majority of people do not support ideological narratives being issued to our children from an academic institution. Many parents find it inappropriate and offensive, and it discourages us from supporting the public school system. Children have the right to maintain their family values, and they have a right to reject ideology. Public schools should not have the power to indoctrinate a child toward anything outside of academics.
828. My son is in mainstream school but has special needs that are not autism. There is less support for him in school because of this. I think all other needs outside of autism need more support. The school is great but limited. He needs more SNA hours. And because of this he has terrible anxiety about school.
829. N.A
830. No, thank you very much.
831. More EWOs are needed
832. No
833. Schools have no consideration for working parents. Only back from a break and we have half days or days off for teacher training. Stay late, do them after hours weekends. Don’t expect parents to take financial hits for attendance.
834. Lower cost of living so it's cheaper to holiday outside of school term. Treatening parents with fines for taking kids on holidays is a disgrace. Tax payers are already paying enough for others who don't contribute
835. Awarding kids for good attendance punishes kids for being sick. We’re told to not send them in if they are contagious but then they miss out on the rewards.
836. Children under 6 should be included in absence reports
837. yes I think Covid saw us witnessing a time when school stopped running - a first in my lifetime - and I think it opened a window in my mind that school attendance since is not so black or white and unfortunately not so completely crucial

838. After 20 days TUSLA will be informed but that does not say they are allowed to miss school.
839. Primary aged children get ill a lot and often once illness is in the house the other school aged children will have it. I also think a weeks holiday during school term is perfectly reasonable, some parents cannot afford to give their children those experiences during summer holidays. If s child is struggling at school it is not going to be because they missed 20 days of school. That being said, persistent absence beyond that may he a cause for concern.
840. I think any grants or financial aids given to children should be across the board and not means tested. I think there are alot of families out their who can afford alot of things but they prioritise some things above school related items and therefore for all children to get the same opportunity in school what the government gives to one the government should give to all in my opinion.
841. Yes, I previously would have never taken my child out for a holiday outside of term time but I feel like since covid the schools are closed at the drop of a hat and too often. Between the easter break and the middle of may my own daughter was in school less than 50% of the working week because of med term, every Tuesday after a bank Holiday the school is closed. I have completely lost faith in the department of education at this stage and will be taking her out of school when we choose too.
842. No
843. So many children are allowed to stay at home. They are seen around town hanging out with friends. Parents need to make going to school more of a priority
844. Life is expensive at the moment so I hope that parents won't be penalised for holidays during school term. Travel and experiencing different cultures is an education in itself
845. Schools need to consider the reasons why children are taken out of school for holidays. It's not only for financial reasons but for parents who work in certain industries who simply can't take time off in peak summer or mid term breaks. Parents and children shouldn't be punished for wanting to spend quality time with loved ones for whatever reasons which I believe is more important.
846. Some times life gets in the way.
847. No
848. Clear attendance policy , Robust daily attendance process,Early intervention and regular parent teacher communication.
849. Snas being pulled from schools across country, should have access to sna for behavioural/emotional needs. Neurodiverse students in particular are avoiding school due to lack to supports. Parents are not getting any support in this area except to reduce SNA access. Reporting to tusla in those instances putting further pressure on parents, meanwhile chronic shortage of services such as OT.

850. Teachers are really focused on the completing the curriculum and lose focus on the kids which is hard on both parties. There are a lot of seriously burned out teachers out there who are not regulated around the kids they teach and this creates a bad environment and real anxiety about going to school. It’s like having a bad boss as an adult. Teachers need tons more support like regular supervision and well being check in and proper training and education especially in supporting neurodivergent kids. As a developed country we should be look
851. You are not giving the correct reasons above in your options. It is the fault of the parents in 90% of cases.
852. My daughter has stress around being ontime, we live the far side of our town but sometimes despite our best efforts to be on time we can be late or arrive close to school opening times in which case this can set my daughter up to a bad start and has a knock on effect with saying she will not go in because she has missed x or y
853. That not all children miss days for no reason they are either sick or completely refusing due to behavioural issues no parent wants to keep the child at home for no reason and not get a proper education ,I have sent my daughter to school sick as I thought she's missed to many days already but that's the rules and I don't agree ,my daughter had rsv and influenza A and that was days off alone
854. School attendance is really important in our house . It’s a nonnegotiable. Only times days are missed are 2 reasons 1. Sickness 2. Family holidays .
855. I don't believe time out of school for family holiday is bad, it's family bonding, and educational seeing other parts of the world. As long as school is not neglected.
856. I genuinely think better guidance on how sick is too sick is helpful. A tally for parents so they can see how many days have been missed. Not to berate them but to inform them.
857. My children miss days owing to the inability to avoid religious indoctrination. Days wasted on priests and church with no meaningful alternative for children
858. A huge amount is down to the teachers, a bad teacher will stay with you for life, principals should listen to parents when they have issues with teachers. I had issues with one teacher and was told nobody had ever complained when I knew people have had issues for yrs with this teacher but she is still employed when it’s clear she hates kids
859. Calculate the time opted out children lose while others participate in faith formation lessons while they are ignored. 30 mins a day. 183 days. Plus masses, priest visits, masses, class prayers, sacrament prep. This is More that 20 days yet it is ignored
860. I would likento discuss the rigidity of the school. System and curriculum. It isnt fit for purpose. It is old fashioned and focussed on the wrong things. It doesnt mesh with modern society. Whochninvolves cjoice, individuality, distracton. Time to ipdate.

861. School attendance before Covid would have been rated in a higher priority. After it being allowed to miss so much school, parents don't feel it's so bad to remove children from school for holidays etc.
862. It is very hard on parents facing school refusal, maximum support should be aloud in assisting them to get their child back to school.
863. Partial school attendance is also an issue. Rrmiving children for part of the day, due to not aligning with school ethos should be addressed.
864. No
865. I myself am a secondary school teacher, though answered the above questions as a parent of a primary school child(ren) I personally feel at a secondary level that kids are not attending school as much as they used to as parents are not forcing them to like we would have been years ago. Parents want to be the childs "friend" and the role of a parent can often get pushed to the back. Parents need to parent if they want their children to have the best education and future.
866. Even though it is a parents responsibility to get their child to school, it is not as easy as that. When my child refuses to go to school he can get aggressive and physical and will not allow clothes to be put on.
867. Religious activities during the school day can cause absenteeism in opt out children
868. We are told at the start of the year to keep kids home if they are sick. So that's what we do. I don't put a number on the days they are allowed to miss. If they are sick OR exhausted they take a day to rest and recover. I am trying to teach my children that they don't need to 'push through ', it is ok to to take a break and be sick and look after themselves. School is hard, teachers shout a lot, some kids have multiple challenges and become exhausted more easily than others, they get too much homework.
869. Children who are opted out from religion don't want to go and sit in the classes while this takes up a significant portion of the day. Religion has no place in schools and children are being discriminated against for opting out
870. Parents mental health must be considered as a factor in school attendance. Also my child has been genuinely sick with viruses or other illnesses for a full 20 days.
871. If schools could organise their holiday schedule to give parents a week off in May June, they could use this time for more reasonable holidays. Reduce Easter and find the time for a week around the may or June bank holiday. Don't mark children absent who are not taking confirmation. They shouldn't be expected to come and in feel completely excluded for days around the event
872. Where absence is due to not wanting to participate in religious activities, this should not count towards the child's absence rate. In addition, religious activities if they must be held during school hours, should be the first or last hour of the day, having a mass at 12 noon but expecting us to pick up the child and drop back at 1 to avoid being marked absent is ridiculous. A lot more notice needs to be given also, working parents don't always have the resources to facilitate, especially at short notice.

873. Children get sick. The constant reminder of missing 20 days and being reported to Tusla is ridiculous. Some children get sick more than others and growing up I felt that somehow I was at fault for being sick again and missing school. A family holiday during term time will also not ruin the child's future. Children should be able to still receive homework while sick or away online. It's more about the standard of education than attendance
874. My child struggled to attend from the very first day of playschool. And unfortunately for us all every day has been the same since. It definitely isn't covid; it's neurodivergence and although she hasn't any intellectual disability she cannot manage the unpredictability of authoritarian teachers who are trying to manage lots of children or the children themselves. I would pull her out due to the extreme distress it is causing her now at age ten, but she is desperate to be at school and be like all her peers. It's devastating to watch the extremes she will go to to try. Setting alarms for 3am to make sure she is ready and everything is perfect only to be unable to get out of the car (despite having a school bus pass which is of no use to her). She tries her best and fights every single day. I have younger children who are not neurodivergent who skip into school happily and don't have any cares in the world. It feels ridiculously easy. My neurodivergent child feels awful when she can't attend, and we sit outside the school with her for hours supporting her attendance. It's crushing. She tells us she wants to be dead so she doesn't have these worries as nobody else has them and she knows she is not normal. She is under CAMHS who tell me her mental health comes first before education. It's scary. It's difficult to hear all this rubbish in the media about parents being too soft or kids being too lazy. If only that was the case. Only those who are living through it understand the amount of suffering children and parents have in this situation. There is a lot of ignorance out there and grabbing headlines. I'd love to provide more of an insight if anyone is willing to listen. My name is Charlene from Donegal and my phone number is 0877640276. The completely unintended yet insinuated blame parents feel is horrendous but if your child has mental health problems you are fighting an unseen, unheard fight. I never thought I'd be in this position as a high achieving school lover myself. But we don't chose these things, I assure you. And if we could change them, we already would have.
875. Move religion from school and have it outside of core teaching hours. So unfair that some kids are been removed/excluded from their class mates on a daily basis
876. Forcing children into environments that do not meet their needs isn't going to solve the problem. Bums on seats at all costs makes the adults feel better, not the child. Create inclusive spaces. Create ADHD classes, stop trying to shut down ggd classes, create classes for autistic children with and without complex additional needs. Do the work and stop spending all the budget on meetings and directives. Fund schools

877. Yes that there is a hidden absenteeism where kids are present but not participating in learning when they are not of a catholic religion in primary school. They miss at least 30 minutes of learning every day and more during sacramental preparation years. These kids are in the class doing pointless time filler work while their peers learn prayers. This must end now. Move catholic indoctrination outside of core school so children of all religions or none feel included and able to participate in all school lessons. This would boost morale of kids and teachers and improve attendance rates
878. Taking sacramental preparation out of the school day would go some way in helping to improve school attendance. Why would non-Catholics send their children into school during the weeks the sacraments are taking place on 2nd and 6th class if they have an option not to?
879. The Minister of Education is viewing the situation incorrectly. She needs to acknowledge the role played by lack of support from system for neurodivergent children
880. Covid 19 affected the current cohort of Sr Primary and Jr Secondary students significantly. No effort of supports (academically or mentally) have been provided for them by the government or government departments. Schools ad parents are expected to cover any shortfalls that have occurred due to school closures, anxieties and socially due to such stringent measures the government put in place. If not tackled these will have significant lasting affect on these children.
881. I think the biggest reason is kids being off sick with regular illnesses. Since Covid parents are less inclined to send their kids into school sick, which I think is a really positive thing! Also, parents are more inclined now to give kids a day off for their mental health if they’re overtired or overwhelmed, which also think is a step in the right direction, and will give kids good habits around protecting their mental health going into adulthood.
882. A large part of school absence is school refusal. A lot of anxiety still remains in children since covid 19 and the effect on their mental health has been so negative and I speak from experience with my own son and knowing how it has effecting friends of mines children. There needs to be more mental health support, school councillors, training for teachers. There needs to be more fun in school. More movement breaks in a day, no homework for primary school at least, that would make such a difference to how kids look at school. And let's them recharge for the next day- homework can cause more pressure and more stress and cause children to dislike school more and not want to go.
883. Every parent or Guardian should make sure there child is in school , it is not up to the school they are there to teach
884. My child gets so stressed at school he tells me he would rather be dead than attend. This is a serious concern ously
885. N/a

886. We sometimes take our kids out of school for holidays, as we are unable to take leave in school terms (work in aviation) which would mean no holidays away for our children at all if we didn't do that. But are aware of it and wouldn't do it if either of our kids were struggling with school. It is also a learning experience for our children as they learn lots about other cultures, languages and visit museums. Travel is important and broadens your horizons, there is a balance to be found in this.
887. Access to SNA essential and also children are taking longer to get over sickness
888. Feom my experience my child was doing well in school untill they got a teacher that had no set training and didn't understand the importance of relationships with students. This led to the child and parents been gaslight by schools. Child fell behind by 2 years academically and socially. Getting a new teacher was the best thing that ever happened to him.
889. I think parents are less likely to send sick kids to school post COVID, and that is a good thing. I also think that reward and punishment system (points, dojos etc) are wide spread in schools and children are being shamed regularly with these systems. One of my sons is in 4th class. His teacher shouts at him all the time, and takes away points if he isn't ready or if he is using his fidget tools(he is autistic ADHD) . And it is extremely difficult as a parent to send him in to that environment, despite all this he goes most days
890. Placing blame on parents for not valuing school attendance is NOT the issue! I want my child to attend school. My child wants to attend school. The environment, the power dynamics from some teachers, the bullying, the pressure to perform well in tests.... These do not suit all children and have a significant impact on the health and wellbeing
891. It needs to be enforced, not opt in opt out. Education is not a choice, it's compulsory.
892. There should be a cap on the number of days the school can take your child out of school for activities. High levels of competitive sports is having negative impacts on many pupils.
893. Parents are much less likely to send their child to school with a cold now than we were before the pandemic
894. My son’s mental health had deteriorated massively , dues to bullying , lack of care and feeling unsafe in school environment. Very poor neglectful and emotionally damamging snas and principal, due to staff shortage they literally don’t care. Their should be cameras in school the setting were vulnerable children are involved, more training and better treatment, our experience has been awful and my child is not able to attend school age 11 in ASD for weeks. Their should be professionals working with us can see how school has negativity effected them. Principals and some bad eggs are getting away with so much.
895. We try our best with attendance. We can’t make up for an underfunded school and HSE therapy services that our child needs. Our child is not a truant.

896. Until there are enough supports and resources available in schools to decrease or support school related anxiety for neuro diverse students there needs to be acceptance that attending every single day may be detrimental to the mental health of some children and can lead to burnout. The last thing these children need is more pressure. Even if homework was abolished it might have a significant increase in the stamina for these already overwhelmed children. School anxiety spilling into the home in the evenings makes it harder for the children to regulate after a difficult day at school.
897. We as parents do our level best to send our kids to school every day. It's really unfair for opted out children to have to miss school, the alternative being made sit at the end of a church. Then there's the time every day that they are "present" in class but sitting at the back of the class doing meaningless work to keep them busy (may as well beabsent really).
898. Schools should be obliged to provide supervision for all children during all religious activities
899. My son has multiple diagnosis of ASD, ADHD and dyspraxia. He is cognitively gifted, always scores high in tests. He is 11 and as of 5th class has no SNA support as the school was not approved for funding despite the fact SENO sanctioned 2 extra SNAs for the school. My child is extremely anxious, doesn't cope well in classrooms environment and struggles socially. Teacher and principal support us as much as they can, he gets support from CHAMS in form of anxiety medication. He's struggling going to school every day, he hates school and is overwhelmed and exhausted. I wish I could do blended learning and send him to school 3 days out of 5 and do 2 days of homeschooling. Or he could finish his school day earlier. He is really struggling this year and mainstream classroom environment does not suit him, yet his needs are not "high enough" for an ASD unit. There is a huge issue with children who need additional support and don't get it due to lack of funding for mainstream class support. The education system does not suit him yet we have no alternative except putting him on an ASD class where he would be surrounded by kids of very high needs. There is no good fit classroom wise for my son, yet there is this hughe push for attendance. You don't understand the real problem here and don't realise the amount of children that miss school due to anxiety. It's not one size fit all situation yet children all treated in the same way even though they have hugely different needs.
900. Sometime parents feel they need to keep kids at home to support them and make them feel understood when they are going into school for 10 months of the year to be bullied and harassed and made feel uncomfortable and scared on daily basic. Children's mental health is suffering as a result and parental support is needed.
901. In relation to COVID and it’s continued impact, I do think parents will think twice before sending an ill child to school more than prior to covid (and by ill I mean with a cough or cold etc), and this is a positive as it stops these illnesses spreading

902. I think as a result in the increased diagnosis of autism, this can lead to school refusal and it is very difficult to ‘make’ a child go to school in those circumstances
903. Covid changed many perceptions about the importance of turning up to school each day. In secondary school, students think that by keeping up with google classroom or in teams is attendance in school. But hus is not the case, this does not replace in class teaching, socialising with friends or adults.
904. My child is struggling massively with school attendance due to physical and mental medical conditions. My child wants to learn and attend school like peers, yet without the correct understanding and support my child's self esteem is at an all time low, we are attending every possible service that "allegedly" can help yet haven't. I've dealt with shame, misunderstanding, chastising by the EWO and then told circumstances are above board as all absent days accounted for! File closed, no support. My child since covid (when it all escalated with school anxiety) has only ever missed school days due to "two" days off for a holiday reason, that's 2 days in 5 years holiday related. The rest is anxiety, general sickness, following government guidelines at the time, hospital and service appointments, etc. I have watched some families in our school and elsewhere head off on holiday within school term, return back and recieve awards for student if the week etc. My child left week in/week out without due to missing school, further adds to self esteem issues. School staff need training to become more aware of neurodivergence and especially as they say "when you meet 1 autistic, adhd, etc child that's exactly what you meet" as no child has needs/difficulty present the same. For example I was told one day apparently "I have it lucky as there's other kids who have it worse (my child is verbal!) Therefore that makes it easier! Also my child masks heavily, meltdowns at home- was told "observed the child in class no diff to peers, wouldn't even know the child autistic" so meltdowns were a home/parent issue as no problems in school, yet issues were uncovered and proven to be leading to school anxiety/avoidance then. Awareness, support and understanding could help make things easier for the child. Everything is a struggle, battle, it's burning kids out and draining on parents fighting a broken system looking for support and guidance to best help child. What parent wants their child home daily not learning, not interacting with peers, certainly not me yet here we are. On the flip side what parent wants their child struggling in an environment that prickles on their every sensory need, doesn't support their learning style or triggers. It's certainly a rock and a hard place navigating school attendance minus supports that we are PLEADING for.
905. The current school programme and teaching may bit ve the best model for those finding learning hard. I imagine this has a big imoact on getting a child to school who feels that they are struggling. .

906. It's a lot more complex than just a child refusing to go to school. The pressures and demands to go to school, and the pressures and demands in school and after school can be overwhelming for some pupils.
907. For our school parents taking children out for holidays is an issue. Parents already have holidays booked for September week 1. This really is sending a message to children just do what you want. All this COVID stuff is purely a get out for parents. Of our 4 children 1 has missed 0 day's ever (in first year secondary now) 1 missed 0 day's (senior infants) 1 missed 4 days total (2nd class) 1 missed 11 days had appendix removed (4th class). There is very little reason to miss school. I should note that our school no longer recognises attendance as an achievement, our child who had a 100% attendance record in primary school was not acknowledged, in previous years these things were so schools and principals have clearly changed their approach and would indicate that they no longer value attendance
908. Education happens outside of school as well and while I feel school attendance is important I do not agree with awards for full attendance as it encourages parents to send kids in when sick which just then spreads in the class
909. Have more time in school; there is a lot of absent days from teachers for training etc - this can be disruptive for students
910. Religious instructions has no place in school, more funding for Camhs and other mental health services, increase neps psychologists!
911. No
912. Sometimes families just need a bit of flexibility. We aim to have our kids in everyday but it’s just no always possible. They or we need a little bit of flexibility while promoting over all attendance
913. Sometimes it’s financially very difficult for parents to bring their children on holidays during the summer months as it is so expensive. If every now and then within reason children miss school for a family holiday it should not be a problem as I think the experience of going on holiday with your family is important bonding time between families and makes lovely memories for the children. In my opinion to miss a week or two is school once in a while for this reason is not a bad thing.
914. Children from non religious families should not have to be in classroom while other children are being directed and educated that one particular faith (Catholic or Protestant) should be followed. It is unfair on children to be in classroom and feel separate to the class, pick up info that does not match their parents/families beliefs.
915. Teachers are more busy and overloaded nowadays. I think sometimes children that don’t understand something in school may be afraid to ask for help or don’t get seen. So they can’t do homework and are afraid to go in the next day in case the get into trouble.
916. No
917. Should be allowed to take children off school for key family important event for minimal number of days without penalty but agree should not be over used

918. Non Religious children in Catholic schools miss lots of time/days as the schools don't have an opt out plan in place
919. There shouldn't be penalties but support
920. I dont agree with parents taking kids out of school for holiday when school is on
921. Religion and preparation for the sacraments take up far too much time and make non Catholic children like my daughter feel bothered. This should be done outside of school hours.
922. Homework load can be overwhelming
923. No
924. My child has good attendance but is always late, due to both parents and the child having time management issues
925. In some cases - puberty can be a reason for a few missed days
926. As per school policy, I do not send my child to school when they are sick. However, many parents who use school as a means of childcare, do not adhere to this policy. This can be frustrating and is often the cause of the spread of contagious illnesses.
927. Illnesses picked up in school contribute to absenteeism it is unfair that as a parent I keep my child at home to best attend to his needs while sick and stop the spread of illness in the classroom while the majority of parents just send a child to school sick. This creates an unfair picture of absenteeism
928. Before Covid I wouldn’t have taken kids out for holidays but when schools can be closed so easily and for so long why not?
929. I hope we do not go down the same route as the UK where holiday/occasional absences are fined. Education does not always take place in school and holidays (which are more affordable in term time) and attendance at family occasions (eg weddings which may be on a week day) are also very important
930. As above I believe on site before and after school clubs should be mandated across all schools. I believe it is ok for children to miss 5-10 days per year for family holidays or other engagements. If their attendance is otherwise good and they are performing well I don't see the harm and it provides special family time or other learning outside of the classroom which is also beneficial to the child
931. I originally come from Poland. My parents and my son’s grandparents live in Poland. My dad is sick so at times he is taken out of school to visit them where there are not school holidays because otherwise it’s very expensive to fly. Also my dad is unwell so I try bringing my son with me. It might not always be perfect but I can’t wait until school holidays to bring him as grandad might not be there if we wait. Otherwise my cold is always encouraged to go to school as I think it’s important.
932. Children with special needs miss a lot - OT and SLT supports in schools is essential to tackle this. We could miss 3 hours of a 4 hour school day for one OT appointment

933. It is important to have structure and routine in children's lives however I do feel that the rare holiday is also important for children and their families. I do feel some are frivolous in doing this and ruin it for those who are mindful.
934. I did not answer question 14/15,,as i think 20 days ia a lit to be mussing from school. Kids need their peers and socially develop better amongst their peers. Kids like structure/routine school really nutures this
935. Dept of Education need to do something about school transport. They keep saying they are working on pilots to improve but they are not increasing capacity to deal with numbers. They ate spending money on phone pouches instead of creating more transport to deal with all children eligible and concessionary
936. No
937. When a child is approaching 16/17 days the school contacts the parents
938. as parents, can we not just decide to keep a child out for a family holiday?
939. My son wasn't in school at the time but I have noticed children still behind after their first 2 years of school where home schooled
940. 0
941. If a child has been bullied and nothing has been done, the child tends to withdraw from participating in school. Teachers and parents have to be equipped to see the signs of bullying and act on them.
942. Covid-19 changed the mindset of many - school is not safe, children do not need to be in school when the school closed for such a long period of time. School absenteeism has always been a factor it will peak and wane naturally depending on what goes on in the world.
943. My child thankfully has not required additional support but I know there are many out there where the environment and teachers simply cannot support children in a smaller class at the level they need. More funding and places for children would go a long way to supporting their school attendance. Also on a separate note, removing religion from schools would go a long way to supporting parents and aligning with values, religion can be practiced outside of a school environment if wished by parents. Thankfully we have access to a wonderful Educate Together school who's ethos aligns well with supporting the diversity and inclusion of ALL children.
944. Children who attend medical appointments should be able to provide a certificate and not have those days included in the 20 days.
945. School needs the government to have better systems in place for AON and Educational psychologist. More allowance for SNA support. Schools need to educate themselves on neurodivergent learning and what they need and don't need to access the curriculum. Practice different learning styles, Universal designed learning to benefit all students. Believe students when they say they are overwhelmed, burnt out and provide movements breaks , quiet spaces access when the child needs to have a break. This would help them to feel psychologically safe and supported
946. No
947. Anxiety issues play a major role

948. As an immigrant in this country, we really appreciate all the efforts of this government to make sure that our children have an excellent education. But sometimes we missed our home and our extended families in our country. We cannot afford to go back during summer since the flights are more expensive, that’s t why we choose to visit our family during offseason to afford the Ait tickets. I hope that this can give some consideration mostly to foreign students.
949. you book can't effort family holidays during the holidays these days.
950. ASD children should be given extra days
951. Children need to be more resilient and it is the parents duty of care; it should not be blamed on mental health/anxiety/Covid as all....most of the time are used as excuses to getting out of doing something. Parents need to accept responsibility
952. If religious instructions continue to be thought within the core school hours, opted out of children may start/continue to miss school on days/weeks where the school days are mostly preparation for sacrament.
953. While it is a parents responsibility for their child’s school attendance, the child’s well-being supersedes this. Solving a child’s attendance issues and attitude to being at school are complex and varied. It is counterintuitive to penalise parents for whom getting their child to school is a daily battle as it further inflames an already stressful situation. This is an incredibly varied and complex issue that requires more than a black and white approach. More funding is needed in support services such as designated mental health staff to work within school settings to take the pressure of teachers and to liaise with parents in adherence with a proper ethical and mental health framework.
954. Too many families taking holidays during term time.Too many children sent home from school unnecessarily.
955. no
956. Primary school kids get sick 2 to 3 times a year there is nothing that can be done about school attendance as schools rather sick kids at home.
957. There should be 2 separate counts of school attendance. One should record when your child is sick, have a HSE appointment (S&L, OT, Dental etc). The other should record personal reasons like holidays etc. I feel the 20 days limit might stop parents keeping their children at home when they are sick and then this causes other children and teachers to get sick.
958. The nature of our family business is that we don't get to go away on holidays during Summer time, so we tend to take the children out for a week off season
959. You need to support the parents in every way possible which will have knock on effect
960. Religious indoctrination needs to be shifted to opt in rather than out. Services for children with additional needs serious investment. Aon, CAHMS, CDNT, primary care need to be merged into a cohesive effective service
961. A lot of school attendance issues are holidays. Parents cannot afford peak season prices so this results in time off school.

962. As a parent and post primary teacher I see school attendance being more anxiety related with teenagers.
963. On the other side I am aware that people do take their kids out for family time or holidays. We only have our children for a little while and family time is very important if the government helped to put legislation in that holiday companies can't rip people off it would definitely help with that side of things. For me it's mental health issues but also my time with my children is very important to me especially when they have additional needs their life is hard enough so making sure they are loved and have wonderful memories is very important to us as a family.
964. It's important to instill good standards at a young age that will stand them in good stead in their adult lives. You have to turn up. Don't agree with taking children out of school to go on holidays.
965. Yes I think taking children out in the school during the year term is completely down to the parents of the child and shouldn't be made feel guilty about life experiences with there children, emails been sent out trying to make parents feel guilty, when in fact some parents can only afford to go off peak and should not be made feel that this is wrong,
966. If kids are happy and healthy school attendance should not be an issue
967. NA
968. Teacher / child relationships will help attendance if a child is happy with their teacher. It is vital that teachers are nice to students. No child wants to be with a cross teacher Monday to Friday for 6hrs everyday. Stop pitting children against each other with group reward charts or jars. It makes children hate the child that can't behave or regulate. It's an outdated method and a cruel one. My childrens school still uses this technique.
969. No
970. There needs to be balance. School attendance is very important but so are life experiences and mental health. I think parents should keep sick children home and I think if a child is struggling with strong emotions a break can help.
971. Previously, if child was at home a parent would have to look after them, now, with technology and phones at a younger age, screens are doing that for them. Think the amount of days needs to reduce to 15. Even if a child has valid medical, mental health, bullying, requires additional supports etc. flagging high level of non attendance earlier may be supportive to parent and child. Supports may be put in place.
972. Homework pressure - both for the child & parent/guardian, homework can be put some pressure on the children & parents. Trying to get it done between after-school activities/work & bedtime. The child can be anxious about going into school if they don't have their homework completed.
973. No
974. Parents need support with free counselling to understand the mental health issues kids have today. Social media should be stricter on who can use it, for example Snapchat is used widely by primary kids as a form of comms, maybe a school app that is monitored that allows kids to communicate with each other without being on social platform.

975. yes, its completely ridiculous in this day n age that our stupid government are continuing to have blanket rules when a very high & continually increasing number of children with special needs have poor attendance rates and will continue due to poor health & lots of appointments, and the last thing us carer parents needs is something else to stress us out like one size fits all rules that every child must attend school or parents will be fined like those in the uk, this is a distraction from the fact that there are no school places for our children and no special school places nor special schools, theres a serious lack! in this country, education is definitely not top of anyones agenda, but distracting people is!
976. My just turned 6 year old has missed over 20 days in jr infants, all due to illness. I think there's a lot of pressure out on parents to get children to attend every day, but some children are still dealing with the aftermath of being indoors for nearly three years and never exposed to any illnesses. My child picks up illnesses very easily and it's extremely frustrating feeling we're doing the wrong thing by keeping her out, but would be doing the wrong thing sending her in. Not enough support and understanding around genuine illness absence, if you send in a sick child just to make sure they're not missing out it's frowned upon, but you don't send them in and it's frowned upon. I'm married to a teacher so understand the importance of attendance, but feel embarrassed not sending my child in when she's genuinely unwell
977. The headline is inevitably going to be about going on holidays. Nobody can afford to go away during the school holidays. My children have never been abroad or even holidays in Ireland. Most of their sick days, are due to other kids bringing illness into school or me, a teacher, bringing illness home. Schools are treated like babysitters. We got ravaged by covid, the govt failed each and every family in this country and it will all come out one day. My son has missed almost 20 days because he's on a public waiting list for a tonsillectomy, he will probably be on this list for years, and miss those 20 days every single year. The chronic absenteeism is as a direct result of an inept, disfunction within our government.
978. What happens when the teacher is the issue for the child not attending school? Especially when the teacher is the one supported and not the child.
979. My kids miss school because we take them on holidays in May or June to avail of more reasonable prices and so we can go away outside of the peak times of July and August when it is very hot
980. If there is a problem in school I think it should try and be resolved before school the next day as this might effect a child been absent
981. N/A
982. I feel school attendance very important as it plays a key role in children's lives and if children have good role models and attendance this will follow through to the late stages of life such as college, work and courses etc.
983. No
984. No

985. Since becoming a widow with three young children I do find it a struggle to get my children to school every day due to my own grief/ mental health. But my child has been experiencing a health condition that makes her not want to go. Which has made it worse in the last month.
986. Both my child have had quite a lot of illnesses this year more so than in recent times. I strive to make school attendance important.
987. I believe the health issue is a big one. I tend to keep my child at home for sometime minor illnesses because I don't want the school calling me and I don't want to come off as being negligent
988. If all schools got a week off in May, parents would be able to bring their children on holidays then as it is too expensive and hot to go on holidays in July and August
989. Should attending appointments such as OT etc be considered absenteeism when the child is attending such appointments in order to better participate and engage in school and relevant activities.
990. School attendance is necessary but not the only consideration to take into account. Family time , family holidays are of equal importance, the issue is not counting the number of days of absence solely but in understanding the reasons behind the absence, the frequency, the impact & perception of the child in question.
991. Parents are not always taking reasonable responsibility for children causing them to be absent. Taking a child out of school for family occasionally or holidays is ok. It’s continuing absentism without parents taking time to get support for children. A lot of responsibility is put on teachers when the first and main responsibilities is the parents.
992. I don't believe that schools have a right to tell me, as a parent, when my children are allowed to miss school. I book holidays off the holiday weeks due to the prices. And I believe that those trips sometimes have more educational value then a school curriculum, especially at the end of the school year.
993. I think children could benefit from having an attendance score card at end of year to encourage attendance and get a reward .
994. I think the school issues caused by the Coronavirus pandemic made a lot of parents realise that children can be homeschooled quite effectively and easily.
995. No
996. Schools need to start accurately capturing reasons for absenteeism and offer solutions. Having an "other" box isn't helpful unless the data is being reviewed regularly to support the individuals.
997. Alot is individual to the child. It has a snowball effect. 1 day missed doesn't seem to bad but then there is 2. Then a fear thst they have missed too much which leads to more absence.
998. Clear attendance policy / School reporting system. Ensure parents understand their role & importance of attendance. Open communication between school & home

999. Some kids have poor immune system and get sick a lot. COVID cause our health is worse condition.
1000. With working from home roles it is more possible to keep children off when they are sick. Previously there was not necessarily a choice and kids went to school when they were unwell. This change is likely seen since COVID.
1001. No
1002. I believe in regard to Q16 previous, that Covid in one regard enabled both Teachers, Parents and Children realise that schoolwork can be progressed outside of the school itself when difficult situations arise. Since Covid, if for any unforeseen bad weather implicates schools opening for long periods of time there is a fall back of learning remotely online and receiving work for the children to keep progressing until returning. I think this is 1 big positive from covid!
1003. Enforce the rules and in doing so, give the right message to everyone.
1004. During Covid school was not seen as important by the government and closed for months on end (mid march to end of June 2020, Jan/Feb 2021, and multiple class exclusions upto 2 weeks due to cases of covid in the class). Since covid we have decided to take some holidays during school term. My children have also had teacher with frequent absences. All of this makes it seem like its less important to be at school every day. One of my childen was out 20 days the year in focus in the media, but this was mainly due to surgery not a choice.
1005. Dismissing a child's reason for not wanting to go to school doesn't help. Listening to their fears and trying to see it from their perspective is helpful. When my son struggled with going in through the gate, an SNA on yard duty would come and talk to him for a couple of minutes and walk him to his classroom and he would be fine. We're lucky we have a staggered drop off time in the morning, so there's 15 minutes where the children can arrive into school - for those that are anxious this can be really helpful. My other son used to like when the school gates opened 10 minutes early and he could go and play (when younger) or chat with his friends before he had to go into the line and then go to his classroom, it gave him that time to compose himself before school - this arrangement changed after COVID and for insurance purposes. Our primary school is excellent and extremely supportive - better supports for the school management to deal with these scenarios for lots of parents and their children would be great.
1006. In my experience if a child feels they are being belittled by their teacher they will not like attending school
1007. The HSE have a rule that if your child has a contagious illness, eg, a vomiting bug, they must stay home for until 48 hours symptom free. Diligent parents abide by this, many send their kids in the very next day, infecting the other kids in the class. This is causing a huge amount of absences in our school and many others. Children are sent in sick and then viruses spread through the school like wildfire. Where is the Dept on this? Nowhere. They should be constantly reminding parents not to send sick kids in.

1008. No
1009. Take religion out of schools as it unfairly impacts children of families who are not Catholic
1010. Every child deserves free education and unfortunately some parents financially can't afford alot of the times but our school makes it alot easier such pay per week for eg. School trips, arts and crafts. I do feel some kids miss school as one or both parents are in alcoholism or addiction and some not all schools don't understand the signs of it as the parent might live near school so they wouldn't see them in a regular basis
1011. No
1012. Kids illness in my household is the number one reason for missing school. 48hrs from moment you stop vomiting is the rule for going back to school my child was sick 3 times this year with vomiting bugs/food poisoning. On average 1 day vomiting 2 days after that is 3 days per illness you are already at almost half the 20 days. I also believe that travel widens the mind and we had a family events to attend in other countries this year that meant my daughter missed school. Between illness and that 20 days adds up very quickly. What might be a good idea is to think about where a Childs absence is ahead of time ie an event could there be worksheets given for that way to make up the class work missed?
1013. It is difficult for children with autism to attend school regularly as they have to deal with anxiety, meltdowns...
1014. Unless mainstream teachers are made to attend special education courses e.g. understanding Dylexia etc. Teachers will struggle to support these students. Complete failure for Nurodiverse children in mainstream
1015. I think the school holidays, particularly the Easter holidays are too long. But the random school closures have an impact on a child's perception of the requirement to go to school. When schools have different days off (school choosing the days), this makes it look (to the child) like one rule for the child and another for the school.
1016. It’s not possible to force my child to school and I believe I’ve damaged his mental health more by doing so in the early days of refusal
1017. Holidays is also part of kids education, no need to be drama becose the parents take them outside school holidays
1018. Maybe covid 19 did affect school attendance and I do think everybody has been affected by it in some way but from my large family it is phones are the biggest issue. Their brains are being bombarded every day ...
1019. My child only primary school, but mental health, teachers professionals, positivity and cooperation with parent and child definitely key to child's motivation at school and home regards homework
1020. It's a constant
1021. Parents should not be threatened with TUSLA if children are held out of school for illness on HSA guidelines and school referal to HSA guidelines are being adhered to by parents
1022. N/A

1023. Main reason is illness of child/ cold flu covid
1024. Schools need more support from dept od education it is ridiculous schools having to fundraise to get things, principals having to beg for ANA hours SET
1025. I do think younger kids are still suffering from the isolation caused by Covid, my own daughter was very shy and while she was very happy at home, she was at a stage in her life where more interactions would have helped her. She is slowly coming around but it was a hindrance.
1026. My son suffers with separation anxiety alot, since covid. His class group was split up. The was cruel and very upsetting for him and his class mates. Also he's a child if divorce and this needs to be understood at school.
1027. There has been a lot of coverage about this issue in the media and many pieces made no reference to children with diagnosed or undiagnosed neurodevelopmental disorders. My daughter's sensory issues have been affecting her well being in and around school for many years before she was diagnosed. The school did not pick up on her struggles because she was a "masker" . She was only diagnosed in 5th class. If the teachers had more SNA'S and some training themselves on signs to look out for a possible neurodevelopmental conditions , kids might get help and support earlier. An SNA and a supportive teacher eventually helped me but the principle was dismissive and previous teachers could not spot the signs. Early intervention is key for some of these kids.
1028. I think it is very topical but also the issue of holidays being taken during school terms - the pandemic has changed a lot of perspectives on school attendance as regards holidays / time off and I think this has contributed to this trend increasing over the past few years.
1029. The school environment is unnatural, you need to be more open minded about what education looks like as a whole and how it is delivered. Children are not robots, and schools should not be institutional.
1030. When a child is not being accepted by other children don't make them an outcast
1031. Guidelines around types of illness also lead to more days and agreeable so for decreased risk of spreading infection.
1032. I live in a rural area, our home/road is not on the bus route despite the bus travelling very close to our home, this makes things extremely hard for us, the school transport scheme needs to be reevaluated particularly for those of us living in rural communities. It is an outdated policy and not inclusive of all children within the school community

1033. The statement “It is my responsibility as a parent/guardian to ensure my child attends school on every school day” risks placing parents in a harmful, unsupportive, and unempathetic framework—especially when they are already facing complex challenges. A parent’s primary role is to ensure their child feels safe and loved. When a school fails to provide a safe and supportive environment—where children feel threatened by the mention of punitive “steps,” and attendance is rewarded while underlying struggles are ignored—it can deepen feelings of distress and hopelessness in already vulnerable children. There are often broader issues at play, such as post-separation abuse, family trauma, or mental health struggles. When a school is led by a principal operating under an authoritarian and punitive model, it can leave parents powerless and children neglected—by the very system meant to support them. This question, as framed, does not reflect the complexity many families face. A more compassionate and nuanced approach is urgently needed.

1034. It started happening a year ago, out of the blue. Very frustrating and hard situation to manage, child is youngest of 3, never had this problem with older 2. Child is academically well able, has lovely supportive friends, no bullying issues in school etc, hormones and physical changes have added to the situation a 12 yr old, as previously mentioned for my child flashpoint is the morning trying to get child up, if child gets up there’s no problem getting to school but if child refuses, it’s impossible to talk child round, that’s why parenting support is needed also

1035. The lack of training staff get is shocking and utterly unfair on everyone. How cab they support the kids when they know nothing about masking and don't take it seriously? Trust is a huge issue too as this lack of understanding makes it hard for me to trust thst, on the days she does attend, they'll recognise and respond to her needs appropriately. She needs to feel safe.

1036. If Monday bank holiday, why is close Friday, or half day?

1037. I put my child before school if he is sick or tired I give him a rest day

1038. My experience, as a Dept of Education employee and educator in higher education, with doctoral level qualification in education, is that the Irish primary school curriculum is not designed in a way to provide an enriching learning environment for my children. This survey in itself, the tone of the questions i.e."considered chronic absenteeism" (by whom), further validate my grave concerns about the education system in Ireland. I trust my children as competent learners, and believe that the educator's image of the child is paramount. If the Dept of Education view the child, and their parents, as incompetent we are already working from a deficit model, and a frame from which valuable learning opportunities are unlikely to arise.

Q4. Are there any other reasons students may sometimes miss school?

1.Death in a family
2.Tiredness/phones
3.Personal reasons, funeral of family member or other imprtant family occasion
4.Appointments, parents being sick
5.Mainly sickness, and kids can't cough anymore or they are looked at funny. Post Covid issue.
6.General fatigue
7.Lack of education for teachers around neurodiversity
8.Period cramps cause my daughter to miss a day nearly every month. It can be very stressful for young girls navigating school when they have painful periods and are not permitted to access the toilet during classes. The quality of the toilet facilities also causes stress. There is very poor awareness in schools regarding periods and young girls. Also post covid sickness. We have never experienced anything like the level of sickness with viruses post covid. Their immune systems are still catching up.
9.Captured above
10. Hone more attractive
11. Holiday
12. They're allowed, they can choose to stay at home for no major reason, its optional in some cases.
13. No
14. Neuodiversity
15. Issues with teachers
16. Learning difficulties causes huge anxiety in teens,I don't think some of the teachers take this into account
17. They just don't want to go in and family holidays
18. Holiday/family events such as weddings, communions, funerals
19. Parental problems and family issues.
20. Extra curricular activities/commitments, bored / not challenged enough
21. Dislike of teachers; classes on that day eg PE or wellbeing
22. Sickness
23. Appointments during school hours
24. If they have younger siblings it's hars if parents are sick or unable to provide care
25. Funeral of grandparents
26. the whole school structure and the need to do 7 subjects for Leaving cert - we need to change this and be more in line with the UK structure
27. Teachers and principals abusing their powers. Too many unnecessary rules about uniforms, some teachers give to much homework and threatening punishment. Not about to use the facilities during class when required, toilets being locked during breaks

28. lazyness
29. Simply to escape from the demands of parents at home and teaching, learning and social demands at school
30. neurodiversity needs not been met
31. Knowing they will have too many free classes so they feel its a waste of time going in and would rather study at home
32. They just don’t want to and Parents allow them to make that decision.
33. Family holudays6
34. Don’t know
35. Not getting enough support.for a learning difficulty
36. Holiday, family event communion etc
37. Boredom
38. Issues with school buses
39. I have a 14 year old girl who suffers from illness when she gets her period. Every month she gets nauseous and lightheaded. She is afraid of school when she has her period in case she gets sick at school.
40. No
41. Parents may have appointments and don’t have anyone to watch over child
42.
1. Impact of Covid lockdown on children. 2. Lack of suitable schools or classes for neurodiverse children
43. Dental orthodontist appointments
44. Medical appointments
45. Feeling that they are noodles enough to make they're own decisions
46. To many activities outside school for example football training the night before finishing after 9 get home at 10
47. N/a
48. Just not wanting to go and not being encouraged at home to go
49. Staying late night before on the media
50. Lack of parent intervention on wether they go to school or not .
51. Lots of students from different backgrounds delayed coming from their country at the beginning of school year.
52. Parents can't be bothered pushing them
53. Pre-menstrual stress
54. Attend medical appointments and programs such as DCU early university
55. N/A
56. Finding school tedious , Controlling teachers
57. Amount of "Free Classes" where teachers are out for various reasons - as classroom isn't conducive to study - student will stay at home to study in quiet place
58. Not sure
59. Appointments at hospital, speech & language, Physiotherapy etc these services should be in all schools
60. Yes, they don't like some teachers and how they treat them.. This is a bi
61. Lack of understanding by teachers and management for students with ADHD, students needs not met.

62. Parents choosing to go on holidays during school term
63. Family outings and holidays
64. Sleep issues
65. The school environment is not suited for neurodivergent children. They think one glove fits all but that is a ridiculous approach. More SNA's and more therapists are needed especially for the children that fall into the middle bracket of needs. They are being forgotten about.
66. Anxiety and bullying
67. Occasional holiday or visit to family abroad
68. Tiredness, Teacher absences, whole school going to support school sports team, music exams, health appointments
69. Don't like a particular teacher
70. Teachers being absent and having free unsupervised classes
71. Feeling there is no hope for the future
72. School not understanding/supoortive of AUDHD
73. Principal not on their side
74. Lots of free classes due to staff shortages
75. The school has not provided the right environment for a child to succeed such as student support plans or ieps
76. Appointments.
77. School is not equipped or understanding of their individual needs
78. Message for dept of Ed about not attending if any symptoms of colds etc!
79. I think it can be down to a lack of organisational / executive reasoning skills, and then it gets harder if they've missed some time. Lack of regulation around screens impacts rest / sleep time, creating a knock-on effect for getting up in the morning
80. Having immediate family abroad & death occurs, can lead to missing number of days
81. Being expelled from the mainstream school, no other school places close by
82. Neurodivigence anxiety autism adhd overloaded
83. Anxiety
84. Parents are too busy to guide their children through social and academic difficulties. Parents often have a bad attitude about school and don't encourage motivation to attend school enthusiastically.
85. because their friends have signed out from school
86. Agoraphobia and anxiety are primary reasons - but this cannot be solved through support getting to and from school unfortunately. We must drive her.
87. If someone in family has died/ marriage/ graduation or other family celebrations
88. Anxiety and changes from primary to secondary
89. 'Gentle parenting' ...parents are too quick to let their children stay at home if there is any reluctance to go to school
90. Cannot think of anything

91. TY .... sometimes especially in the last 2 terms the course becomes "boring" as both of my children who have done TY have said. There is nothing organised for them especially in last 2 terms.
92. Situations that happen outside of school but overlap into school where nothing can be done by school management.
93. Afraid of certain teachers
94. TY year not at ease in social gatherings
95. Sensory issues. Lack of flexibility around breaks, lack of quiet spaces
96. Cost of family holidays during school holidays is extortionate
97. Germafobic since covid
98. Overwhelmed due to high functioning autism
99. Beaverment
100. Autism burn out
101. TY gives more flexability
102. Undiagnosed neurodiverse students due to the top 6 answers above the top
103. Parents are too soft and allow children to stay home
104. Enrolled in an Autism class where staff are not adequately skilled in supporting autistic teenagers
105. Not seeing relevance of what they are learning, no benefit to practical jobs in real life. Eg learning Irish stories/poetry
106. Lack of flexibility and accomodations for different learning needs
107. Feeling like they would do more productive work at home, especially exam studebrs
108. Breavement,. TY pupils (not enough to keep them engaged)
109. Lack of support from parents, lack of sleep
110. Being autistic, ADHD, dyspraxic, dyscalculia, dyslexic and finding the sch
111. Not enough support in the school
112. Neurodivergent and lack of understanding, particularly by some teachers and support staff.
113. Feeling trapped. Studying for Exams (regurgitating info) not learning new things. .
114. Teachers and principals, not trauma educated, bad approach, bad discipline policies
115. Sometimes they just need a break and a rest
116. There are many reasons why kids miss school but I feel primarily it’s anxiety related. Our kids are so over stimulated that they’re becoming academically stunted. We live in an age where there is no promise of safety or security. No shelter from the constant sense of doom. No wonder anxiety levels are off the charts
117. Not the right support available or been offered, also social media trends and influencer
118. My daughter has anxiety issues only go to school if friends are going.
119. N/A

120. Mixture of the top 3 above & being neurodivergent
121. School environment is not manageable for neurodivergent pupils. Teachers do NOT have training in ASD ADHD even though I believe training is available
122. Parents not getting up on time
123. During TY children miss school for legitimate reasons, e.g., work experience, language school, but I think there is less motivation for children to attend where the academic programme is not well thought or poorly delivered due to student absences.
124. Feeling bored
125. Lack of understanding or empathy on behalf of teaching staff
126. .
127. Medical appointments
128. No
129. Not having friends in, or knowing before they go to school that friends are absent. Absence is contagious!
130. Over tired from staying up late on electronics and phones. Major reason I would rank as biggest reason for absences. This is a huge problem among the parents I talk to and an issue with my 2 secondary school boys.
131. Feeling lonely an not knowing who to go to people donelt flock to them ,esp waiting outside for a new class ,embarrassing feeling like a loner
132. Our schooling system has never evolved to cater for children and learnings. There needs to be more leanings from youth reach!
133. Anxiety
134. Severe sensory difficulties and completley unable to tolerate the mainstream classrooms, has very public shutdowns in front of peers. Can not use the toliet, speak or eat at school due to severe social anxiety. continuously burns out every school year since starting secondary. Has access to the special class but has a very high IQ and therefore cannot be taught mainstream subjects in a special class as majority of students are completing QQI'S / L2LP curriculum
135. Depression
136. Feeling overwhelmed in the school environment
137. Neurodiverse
138. School avoidance. Difficult with teacher/ teachers.
139. Lack of support from the school (due to know fault of their own at times)
140. Do not feel engaged with the curriculum
141. Inappropriate placement for children with additional needs, a school place that doesn’t have enough supports but parents have no choice as there aren’t enough asd classes in the country
142. Exhausted because of previous days events and parents fear that child may not becregulated and therefore not understood by teachers.
143. Most reasons covered above
144. Unrecognised needs such as neurodivergance
145. No. Bullying behaviour has to be dealt with strictly
146. Teacher bullying students is the reason my child cannot finish out the school year.

147. Very scared worried anxious
148. The secondary school environment can be very difficult for neurodivergent students
149. mistreated by teachers
150. School policy on sickness symptoms
151. Family related health issues like parents that suffer from sickness , addiction or mental health illness
152. no parental encouragement or value put on attending school regularly
153. Non supportive of difference. eg strong sport culture but not recognising it’s not for everyone
154. Poor parenting.
155. Fear of being caught out with no homework done.
156. Neurodivergent young person expected to fit into mainstream school system
157. Yes. Majority have medical appointments that are impossible to schedule outside of school hours, for example: orthodontist's (most difficult to plan), dentist's or optitian's.
158. Bereavement
159. They find the school environment very overwhelming.
160. Sports related - some schools are very GAA oriented and a child who has no interest can feel very left out
161. Exam overwhelm
162. Bad Parents - Poor example being shown
163. Family occasions and traditions due to increased cultural diversity
164. Medical appointments. My daughter has a lot and they are all during the school day. Some are distressing for her and she cannot return to school after.
165. Teachers not enough support to students
166. nothing I can think off
167. Unwell
168. Sensory profiles.
169. In our case, a parent has a disease where treatment is only available in Dublin, a 2hr drive away, and as there is no family around, the child must go with the parents as there is no one to drop to school and collect after
170. The environment itself does not cater for all.
171. Exclusion from peer groups
172. Huge lack of support in public health system means kids are on waiting lists for procedures/ diagnoses so can't attend school or struggle too much
173. Flexibility and Support needs not being met in the standard school environment
174. Parents not organized enough
175. School being boring (very common in TY!)
176. Bereavement, difficult home life , siblings with additional needs
177. If the student has a bad relationship with a teacher it can make it hard to attend their class.
178. Religious celebrations, emergency travels

179. Missed learning diagnoses
180. Homework not done
181. The quality or manner of the teacher
182. Going on holiday
183. Extra curriculum activities and exams
184. Severe anxiety and lack of understanding from staff
185. Inclement weather, we were unable to get out for week due to snow & school bus unable to run, but as school in town, it's open
186. Appointments that cannot be arranged outside of school hours
187. Tiredness, such an early start
188. No real consequences
189. Teachers approach
190. School work pressure is to hard
191. Appointments
192. Holidays
193. Lack of autonomy
194. No
195. Autism/adhd/ neurodivergent diagnosis not supported at school. Teachers do not have the training to deal with kids outside the norm. Majority of teachers cope well, but some teachers berate and embarrass my child in class, due to their ignorance and being ill equip to deal with a kid on the spectrum when they are overwhelmed.
196. Family holidays
197. Appointments or holidays
198. Family life
199. Time needed with Family overseas
200. Using the term bored/ perhaps not challenged. A lot of free classes.
201. Cheap holidays
202. Parents not insisting they go
203. Holidays
204. 6th year. Child feels time better spent studying. Sometimes prior knowledge of teacher absence. Also finds she studies better in evenings so sometimes struggles with early mornings, not something we encourage but how student feels. TY. If they know there is nothing planned for the day sometimes lacks motivation to go in.
205. Illness or bereavement.
206. Learning difficulties
207. Psychological therapy
208. Feel they aren't doing anything in school find it boring at times
209. School environment not set up for autistic children who are performing well academically but struggle socially
210. Bereavement holidays
211. Exhaustion, school, homework, matches and training in the evenings lead to extreme tiredness.
212. Holidays
213. Teachers bullying

214. If a child even has a little sniffle or sore throat they are sent home so that makes you more inclined to keep a child at home for a tiny tlillness
215. Just too tired from sports and study
216. Lack of sna support. Not being able to access the sensory room. Lack of understating of ASD. Lack of empathy from staff. Principal refusing support from psychologist. Principal laughing at psychologist and dismissing credentials. Bullying by other students not being addressed properly.
217. Parents are from other countries and visit grandparents and family aboard.
218. Exhaustion from masking
219. Family problems
220. Compassionate Leave - Funeral
221. Holiday taken outside scheduled breaks
222. Family occasion, appointment, extra curricular activity
223. for cheaper holidays
224. Starts too early - for older teens.
225. Appointments/illness
226. Parents do not care and do not value education
227. Appointments
228. Holidays outside school holidays calendar
229. Anxiety in autism and transportation is difficult.
230. Holiday
231. Parent no bothered
232. Parents not pushing them to go
233. Sports
234. No
235. Away on holidays
236. Periods
237. Tires from sporting events
238. Leisure days
239. If they know there is teachers absent for subjects
240. A special occasion for a sibling ie award confirmation
241. Too many things on at school ie extra curriculur activities
242. Non neuro affirming approach in school
243. Family outings, holidays
244. Fall out with friends and staying in toilets at breaktimes
245. Holidays. Family occasions
246. Poor relationship with teacher(s)
247. Attending medical appointments
248. Half days scheduled by school. Last few days of of term or year not as productive.
249. Holiday plans
250. Dentist doctor therapy
251. Appointment
252. With remote learning ,they learned attendance was optional,mistakes made for sure closing schools then esp of kids of key workers who were unable to work with their kids

253. Does not like school and finds it boring
254. Ill health would be the main one
255. Appointments
256. Our son doesn't want to be at school his not interested and doesn't care.
257. Weather
258. Something comes up at home and only 1 parent is there to collect child
259. They are not feel heard
260. Feeling overwhelmed from projects and exams, feeling unsupported by teachers, made to feel belittled by teacher, not feeling like they are valued or they have a voice. upport
261. Burnout/ madking/ fawning.....school was created by a neurotypical individual with zero regard for neurodiversity.
262. Free classes...teachers not doing anything in class especially towards end of semester..study classes not being supervised so students unable to study...better to be at home....lots of kids gone to matches so teachers won't cover anything in case those kids missout
263. Not being given the necessary support or acknowledgement of neurodiversity or other struggles
264. Children seem to have gotten more bro their heads that they just don’t have to go or that they can leave early
265. Appointments
266. No
267. Bereavements
268. Autistic students may find the school environment overwhelming from a sensory perspective
269. Special Needs not being catered for
270. Holidays abroad are less expensive during term time
271. Post primary schools do not support children. They run the school like a prison
272. Being made feel small by a teacher
273. Appointments
274. Inconsistent Attendance of teachers it sets very bad example to students
275. Family occasions
276. If friends are off school
277. TY experience, overseas immersive programmes, working
278. Schools not engaging, not catering to the individual (eg neurodiversity), harsh pointless disciplinary regimes, not enough respect, love and kindness shown to learners, exclusion on religious grounds of non- religious, LGBT learners.
279. Bored and school not engaging them
280. Parental alienation of one parent following a Divorce caused by the Mother
281. Extra curricular activities, funerals
282. Been bullied by teachers

283. While they may have resources and supports, they are inappropriate and often poorly planned with some teachers (including some support teachers) missing the point and underestimating. Others also ignoring in class and not giving the extra minute needed to check in and make sure everything is ok. SNAs micromanaging, going beyond their remit, intervening when they shouldn't and preventing learning, missing signs of overwhelm, or causing overwhelm, reading too much into every behaviour and creating problems, impacting on selfworth, objecting to autistic student going to secretary to complain at the appropriate time instead of teaching them the etiquette of making a complaint. Reading too much into things like having a helmet attached to the schoolbag. SNAs opinions given too much weight.
284. Yes. 1. Some parents succumb to the wishes of there children over what is best for them. 2. Some parents/guardians may not be able to u derstand the importance of education due to their own educational upbringing. 3. Some families may genuinely want to home-school their children.
285. Parental neglect due to their own issues such as addiction etc
286. Up late on phones. Lack of boredom when off due to phone/ xbox
287. Weather and road conditions, rural roads not treated in ice or snow and too dangerous to travel , also my child has to walk over a mile in the dark in winter to reach pick up for school Transport
288. No
289. Problems at home, lack of parental support, domestic violence, parent alcohol/drug problems
290. 1/2 days pre holidays never wants to go in
291. There seems to be an acceptance of children being signed out of school regularly...should not be tolerated unless sick ...questions should be asked as to why this is happening... can't sign out of work as it suits
292. Lack of psychological support to deal with traumatic life events
293. Family events, eg weddings, funerals, traveling
294. Yes artistic children and children with disability needs.
295. Medical or other appointments
296. Illness and the risk of spreading colds and flu
297. Family holidays and events
298. Undiagnosed mental health issues
299. Burnout...too much pressure
300. Yes because they are not getting the proper help with their school work when they have difficulties like dyslexia
301. Tiredness
302. Family holidays or family events
303. To avail of cheaper travel and hotel rates
304. Other students attitudes and poor support from teachers
305. Parents allowing them to stay at home , parents bringing students on holidays during school time
306. Complete mental shutdown from sensory overload
307. N/A
308. Feeling unmotivated.

309. Difficulties 'fitting in' resulting in anxiety, somewhat related to Neurodiversity but more likely to do with notions of 'friendship
310. Not mine but some students choose to study at home coming up to exams etc
311. In our situation, our son was diagnosed with pandas/pans. He was unfortunately diagnosed as an extreme case.
312. Holidays
313. Student can't be bothered & parents can't be bothered either
314. School principal & key staff not stopping bullying, taking action
315. Lack of encouragement from parents
316. Yes. School can be boring. 20 days can easily be missed through illness
317. Friends not going in too.
318. Friends text and say not going , decide as a group. Then no friends if go in.
319. Hospital Appointments
320. ASD ADHD
321. Overwhelmed
322. Two much homework if you have a job you can switch to some other activity in the evening which is better for your wellbeing.
323. No desire to go. No interest. Feigning sickness. Can't get them out of bed in the Morning- too tired due to gaming the night before and possibly having a phone in their bed.
324. Extra curricular activities... a way too many matches and missed days.
325. Post Covid adjustment, isolation, electronic devices
326. Lack of respect from teachers
327. Poor sleep habits/ tiredness No1 reason
328. I am foreigner and sometimes we have to travel abroad for family events or during schoolHolidays they might miss one day as no other alternative with planes. We are in a island so we can only leave with planes
329. Doctors appointment such as orthodontist. As our families are living abroad, kids have to sometimes miss school to attend family gathering such as weddings and celebrations
330. Medical appointments
331. Holidays
332. Parents are very busy, keeping children safe and being available to them means taking them out of school to ensure adult availability
333. No wanting to do tours etc
334. Working (Farm)
335. Exhaustion. Interests outside of school
336. All schools base exams and learning by what the student can remember,there isn’t an opportunity for the student whose excellent at woodwork but fails the academic side
337. Family holidays, day trips, bereavement
338. Family occasions
339. Holidays
340. Family holidays

341. Child simply hates school wants to be working
342. Yes due to medical appointments dental etc
343. Too much homework and incomplete work
344. I’m sure there’s loads !
345. Medical illness or health conditions
346. Pressure put on them
347. ASD
348. Sensory issues, the school environment doest work for them...rigidity and inflexibility in terms of certain rules, some kids mask all day in school as its such a difficult environment for them and they then get burnt out
349. The answers above is irrelevant to my childs needsin order as she is profoundly delayed and most dosen't really impact her as she dosen't understand
350. Flu, colds, tummy bugs are rampant at different times of the year, our children's immune systems are not strong because they eat too much sugar and junk food
351. Family occasion
352. They lose interest with so many free classes and "waste of time classes like Sphe, choir, religion etc
353. One kid dyslexic does tutoting at home for subjecgs where teachers have ssid they csnt acvomodste, othet kid does private school at night as school didnt offer alternative as an immigrant she drpped irish afyer being riduculed by teacher reoeatedly. Also in 3 storey school and needs tp use lift but staff chsllenge her when she does, or when she geys fatigued and needs to leave, she has a heart condition.
354. Selfish parents
355. Difficulties at home, they may feel that they have to stay home to protect a parent or that domestic issues impacting on their mental health or wellbeing
356. Sports and extra curricular activities
357. School environment, not placed with friends
358. No
359. No teachers available
360. Lack of support in place for student with additional needs
361. No
362. Not getting along with teachers
363. Being involved in many sporting activities.
364. Medical appointments
365. Just struggling in general with thoughts of school
366. Holidays
367. Injury, non curricular activities in the school
368. Students with learning needs or neurodivergent who are not adequately supported, accepted or provided with accommodations needed
369. Bereavement
370. Pace and pressure of tests and exams . Not liking teachers
371. Dentist/Hosp Appts
372. Sport competitons

373. Tiredness and fatigue. It's not reasonable to expect teenagers to attend school/sit down for 28 hours a week minimum when teachers only have to work 22. It is also not reasonable that teenagers can then be expected to study and homework for an additional two to three hours per day (adding up to 42 or 44 hours per week).
374. Unsuitable timetabling -Special class ASD students traumatised by unpredictability- too many teachers who don't have suitable SEN qualifications or experience
375. Some students have deep passions for extra curricular activities that they may compete in
376. Antipathy/lack of motivation/poor discipline & self management
377. Not being supported as a neurodivergent child and labelled bold from the offset teachers not listening or understanding
378. Anxiety
379. Work is often boring and they find it hard to see how it’s relevant
380. Not liking school up too late on social media
381. Holidays are less expensive in term time
382. Truancy , or parents don't enforce it
383. Possibly because of unforeseen circumstances, ie a death in the family,
384. Sometimes no reason at all to be honest
385. No
386. Coming up to exams staying home to study
387. Parents who don’t recognise the value of education. 2. Narrow focus of school work towards exams
388. None
389. Don’t feel like going school
390. School bus is late 391. Holiday
392. Hospital, doctor and dental appointments. Its extremely difficult to schedule these outside of school hours/days
393. Appointments
394. Parents letting their children stay at home just to avoid arguing with them
395. Family wedding or holiday
396. Appointments
397. Peer influence to attend mid week concert events
398. No
399. Too tired due to be on devices for too long
400. Family emergencies
401. Appointments. Family occasion . Mental health day for overall fatigue; mental & physical
402. Just lazy, parents can give in to pester power when under pressure and this can become the norm for some kids. All the things listed can be the cause, and it is important to deal with them, but sometimes kids can use them as weapons to get their way
403. No
404. Pressure,some not so understanding teachers,

405. Family death
406. No
407. Going on holiday
408. The school cirriculum does not meet their needs or engages them, may not have an interest or feel they are able to certain subjects, also peer pressure to engage in things from their peers during school i
409. Neglected by caregivers or parents
410. Storms. Our school remained open during all the storms this winter, even though the roads were impassable
411. Teachers dislike of child and constantly pointing out bad point instead of encouraging them
412. No
413. Religious occasion days is different from Ireland
414. Only if there dick
415. Lack of support from parents.
416. For my daughter she doesn’t like to socialise much. She has anxiety and also sensory issues.
417. Tired
418. My child has autism and the school environment doesn't always meet her needs.. Her school do there best to cater for her.
419. Training
420. Suspension
421. Teachers not being patient with their learning
422. Stress, worry, anxiety.
423. Holidays / trips
424. N/a
425. Menstrual cycle
426. Illness
427. If they are in Transition Year
428. No enough support
429. No
430. Holidays during term
431. Family break down parents separating
432. Stomach bugs and flu's mostly
433. Weather
434. Sick
435. No
436. Dental/medical appointments
437. Sports or family occasion or bereavement
438. Not being able to sleep and then over sleeping
439. Heath Issue
440. Classes are often boring and feel irrelevant
441. Family holidays during school term
442. Not that I am aware of.
443. If a student is not yet a Iris citizen they might sometimes need to attend appointments at the embassy or illegal advisors

444. As single parent i cant afford take kids on holidays during school holiday times so sometimes i have to take them out during normal school days or we wont have holidays at all.
445. Fatigue and teachers not understanding extra needs
446. TY year,
447. Holidays outside of School holidays. Bereavements
448. Sensory overwhelm, lack of support in weak areas, too big a work load, heavy bags and too much pressure to perform.
449. Family events or holidays
450. There are many unnecessary classes and long so they get tired and bored
451. They have no interest in the curriculum/not academic.
452. No
453. Learning environment and lack of mobility especially for learners who are active action based practical
454. some students may miss school because of a loss in the family and need time to heal from the pain of that family member.
455. Sport Training
456. Stress
457. If they hate school
458. Neurodiverse and no diagnosis so can't cope as needs not being met. Drugs in schools is a big problem. Kids intimidated by them or taking drugs to fit in or cope
459. Parents don’t care
460. Family occasion
461. Exhaustion - if a child is trying hard and putting pressure on themselves to their detriment then I think a day or 2 break for a reset is perfectly fine. But not as a reoccurring habit
462. Holidays
463. Appointments
464. appointments that can only be scheduled during the school day
465. Children won't go for their parents
466. My son had an acl tear and missed 3 weeks
467. No
468. Too much perceived pressure on academics
469. Maybe they don't like the teacher
470. Unavoidable weather patterns
471. No place available
472. Parent's issues-mental health/health/attitudes towards school
473. Tired
474. Tiredness and burnout, overwhelm
475. Poor sleep patterns
476. Family occasions, holidays.
477. Sickness, appointments
478. Bereavement
479. Overwhelmed

480. Lack of engagement in class. Too many free classes with teacher absences or with no material to cover
481. Parents not encouraging their children to go. Higher diagnosis of autism and not enough suitable schools for neurodivergent children.
482. Family holidays
483. Anxiety, lack of support and differentiation
484. They refuse to go say they are tired feel sick can't be bothered etc
485. Lack of interest
486. Not finding the contents relevant to their lived experience
487. Negative school environment, poor self esteem, unsupportive family
488. Attitudes and behaviours from teaching staff
489. Just general sickness
490. Illness
491. Family emergencies, holidays, family events
492. Pressure from other students who do not attend on half days or end of term days.
493. Unsure
494. Maybe lack of sleep due to a siblings heath matters or perhaps having to attend these appointments because they are in Dublin not locally and no-one to look after them.
495. Sometimes the affordability of family holidays at the end of the school year
496. family holidays
497. Parents that don't really care if they go in or not and don't encourage them to go and explain the importance of getting a good education will make for their future.
498. Hospital appointment's
499. Trauma due to bereavement
500. Holidays
501. Holidays
502. Appointments
503. School does not cater for specific interests or preferred subjects of autistic individual
504. Family Events/ travel
505. Old school disciplinary procedures causing stress
506. Importance of education not instilled at home
507. Bad teachers. Resulting in students not seeing the point in attending that class.
508. Yes. Due to the number of appointments with SLT, OT, having Down Syndrome, so many appointments, my son misses alot of school. Hospital appointments and every 7 weeks, he hits rock bottom.
509. Laziness and parents that give in because afraid of upsetting them
510. Delayed diagnosis and school not offering supports without paperwork. No holistic support, one rule fits all mentality. Lack of qualified therapist in school and lack of resources to offer the supports needed.
511. ASD sensory challenges
512. Fell sick

513. Mainly anxiety but the school is too big, there is no support for kids who are avoiding school
514. My youngest has Autism, ODA & General anxiety disorder
515. Unprofessional teachers not being sanctioned for their inappropriate treatment and commentary to kids with additional needs
516. Autistic, adhd late diagnosis. Parents not educated to know what signs to look out for
517. Homework and workload.
518. Unsupported neurodivergent children due to horrendous waiting lists, CAMHS refusing to see autistic children and lack of access to therapeutic supports such as OT SLT Pyschology
519. Appointments with medical professionals and assessments.
520. Inadequate support for neurodiverse students. Inadequate training for teachers. Inappropriate reaction to child with anxiety.... School approach is that the student must change to fit the environment instead of willingness to change the environment and system to work for each student
521. Too hard to catch up if you've fallen behind.
522. Just tired with extra curricular activities
523. Anxiety. All the characteristics of ADHD..AUTISM
524. As a teacher and parent if a child who suffers from severe school-related anxiety, I am sure that school is not a suitable environment for many children and teenagers. The environment provokes anxiety and fear, the demands of the classroom and school generally are excessive and unbearable for many students. These students do not 'refuse' to attend school, they are entirely unable to attend.
525. Anxiety
526. No
527. Concerts and holidays
528. No
529. Lack of supports Lack of an understanding of the child
530. Parents not stressing that importance is attendance
531. Overwhelm with the hugh demands of secondary school
532. Rigid rules / hour long classes/ lack of access to toilets
533. Toilets - students won't use them. Scary when others are there. No nurture room fir transition to school
534. No cooperation from school when child is having mental health issues child is left on its own no support offered
535. Pressure, Anxiety,
536. Neurodivergent Burnout. My child has autism, is in a mainstream school and when the routine changes or it just gets too much they can’t go
537. Neuro divergant difficulties and school environment not at up for kids like this
548. Disabilities or other compounding factors not being recognised by the school and lack of appropriate supports - e.g. a switch to online support (sending lesson plans, links, kind messages) when an absence period kicks in. Children tend to be scolded rather than supported to continue working at home until the child feels able to return.

539. Too much pressure on students.
540. Tiredness
541. Travel
542. Lack of understanding of neurodivergent children and their needs
543. Mitching
544. Staff not equipped to support, voice not being heard, challenges not being seen, school environment not neurodiverse aware/supportive, pressurised environment focused on academics instead of wellbeing,
545. The school curriculum and environment is old and outdated kids are finding it difficult to concentrate on subjects that no longer serve them justice or really prepare them for the real world. They are not enjoying learning as they are learning things that are of no interest to them. Half the battle in learning is doing something you enjoy and is towards the preparation of your future not all subjects give this so children lose interest. I see this with my own children they excel at their favourite subjects because if interest. In my option school does not keep them engaged and interested . I
546. Her needs as an autistic student are not met. She is too autistic for mainstream school but not autistic enough for a special school so we make do but it is far from ideal. She also has OCD & emetophobia which developed after COVID.
547. Undiagnosed neurodiverse
548. Bad public transportation (bus cancelled or not showing up)
549. Appointments. Sickness. Overslept - midweek the bus.
550. Appointments
551. Holidays, cheaper in school time
552. Sometimes the teacher may be the problem
553. No
554. Family related issues
555. Bad home environment, lack of interest by parents
556. Brevements in the family, doctor dental hospital appointments,
557. Motivation, parents not pushing them to go in
558. Their life long condition requires a lot of appointments
559. Death within family
560. ---
561. Feeling like the Teacher is unfair or dislikes them (difficult teacher)
562. Appointments
563. It’s an awful system and teachers don’t care anymore
564. Bereavement
565. School Refusal Issues
566. N/a
567. Bereavement in family .I've experienced this, and the school was very rude and not considers. My son only missed 2 days while others are allowed to miss multiple. Are weeks and nothing was ever said.
568. Wants to leave to go to work
569. None

570. not being supported at home
571. Fear of not being perfect
572. Refusal to go due to staying up late on video games
573. Family situations
574. Not wanting to get out of bed ie teenagers
575. Not that I can think of
576. Family Event
577. Students not getting along with their teachers
578. Sudden illness
579. Too many free classes
580. Anxiety/ having different teachers with different rules changes in every class
581. Diabetes
582. Being sick
583. Sometimes they just need a break
584. Since COVID, illnesses are very prevalent. People are also sicker then before COVID.
585. appointments for docs etc. When school have an event such as supporting a team , they dont support the team so they dont come into school as there wont be many in the school
586. Bullying and health issues
587. Too many free classes they feel it’s a waste of time
588. Poor parenting
589. Autistic Burnout Missing school is medically necessary to recover
590. Appointments
591. Academic pressure or a teacher treating them unfairly
592. Tiredness
593. Holidays, bereavements, parents not valuing education, homelessness.
594. To go on holiday
595. 3 classes of religion in a row, then free classes and student knowing that after the lunch the teacher is absent resulting in more free classes
596. Mental health and anciety
597. Family commitments
598. Sport
599. Appointments
600. Illness
601. Having the choice to stay home and no structure at home. Parents allowing children to stay home and then becomes a habit. I also feel sone children have a belief sone teachers don't like them and think they are picked on in class but parent teacher meetings them seem to be positive which arises concerns.
602. They feel nobody wants them there
603. Holiday
604. Appointments
605. Intimadation and parents getting involved
606. Autism total shut down

607. Holidays and family occasions
608. No
609. Made to work at home
610. Taking holidays as they are cheaper outside school year
611. It's obviously a lot cheaper for holidays outside of school breaks . Not all parents can afford holidays at peak season. Maybe ministers should open their eyes and realise this .
612. Not in the habit due to Covid restriction.
613. Family events / trips
614. Family vacation
615. Maybe drinking/drugs
616. To lazy
617. Felt PE sessions can be too competitive
618. School rules being v strict, e.g. detentions for uniform, lateness
619. In my daughter's case, just needs a rest because we have a special needs kid at home and she's too tired even to go school.
620. Question 3 should have an option to answer "I don't know ". Our family can't relate to any of these options, as for us education is of utmost importance and there's no reason for missing school.
621. Sometimes feel burntout
622. Na
623. Pursuing other extra curricular interests and near exam time, missing school to study at home.
624. Children who have ADHD/ dyslexia and other neurodivrrgence find school torture at times but the teachers have no training or interest in training that would help them understand it better
625. Weather rural areas more effected
626. Parents not bothered
627. Family commitments
628. Due to regular teacher absenteeism, students feel what's the point? Too many free classes and sometimes with no supervision. Hardly encouraging for the students to turn up!
629. Mental health issues
630. Appointments, family occasions
631. Holiday
632. No
633. Family related issues.
634. Family holidays
635. Appointments
636. Unknown
637. Issues with authority. Teachers making examples of same kids. .
638. None
639. Cultural days
640. Learning issues / not formally assessed resulting in inadequate assistance in school
641. No

642. Noise level created by other students other students other students being disruptive in class needs tome out but does not feel can get that in school, lack of compassion education of teachers for students with dyslexia dysphraxia discaculia adhd and that this means the school day in itself may be enough and homework may not be done as a consequence adhd teachers for
643. Taking opportunity to do a days work
644. Other activities on such as football that they are not participating in
645. Going on holidays
646. Holiday. During school break holiday is very expensive
647. Parents struggle with mental health, no routine or boundaries in the home
648. School ethos being toxic. ie military style attitudes to timekeeping and attendance but no real action when a child under their care is bullied
649. Bullying, mental health issues, exhaustion
650. Nuerodivergent teenagers find the current school system very difficult
651. Health
652. ADHD
653. No
654. Family event, holiday
655. Oversleep
656. No
657. Worrying about spreading viruses
658. Family events/special occasions
659. Holidays/ special events I.e. weddings
660. sometimes my daughter doesn't have a reason. She says she just doesn't want to go in.
661. Feeling tired because the day is to long and they don’t like getting homework.
662. Holiday abroad
663. Medical appointments
664. Illness
665. To clarify 1-Financial dificulties. Often for a family it is a choice to go on holiay during school year or not to go at all, because it is too expensive during school holidays.
666. Lack of parental encouragement
667. Lack of a supportive adult at home offering encouragement.
668. Parental boundaries unclear, when children refuse school they don't meet resistance. Parental fear of consequences if they put in strong boundaries with the children.
669. For females, severe period pain affects my daughter and she misses days due to this
670. Sometimes study prep
671. Appointments or holidays
672. Unused to going to school when feeling a little sick. Covid did not allow them to school with a sniffle so they believe they should be at home with any little illness.

673. Difficulties at home due to family trauma, parents with poor mental health, addiction issues
674. Anxiety
675. Family bereavement
676. Overwhelmed by all the homework they get. Plus the way teachers deliver/approach their classes
677. Bad relationship with teacher
678. Feeling like school doesn't offer them anything
679. No support at home/bad home life
680. Family bereavement/ palliative care
681. Holidays, family events, and just having a day.
682. No
683. Exhaustion between training / matches and schoolwork
684. Parents taking them out for holidays as cheaper. Teachers not there for classes. Also parents leave home early for work to find their child did not attend school, mainly senior cycle students
685. Family Events - Funerals/Weddings
686. Late
687. Dont like subject or teacher, feeling tired
660. sometimes my daughter doesn't have a reason. She says she just doesn't want to go in.
661. Feeling tired because the day is to long and they don’t like getting homework.
662. Holiday abroad
663. Medical appointments
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685. Family Events - Funerals/Weddings
686. Late
687. Dont like subject or teacher, feeling tired
688. Holidays, weddings
689. the workload and high expectations from the school teachers and parents that put children unders stress and pressure
690. Social environment at home
691. Whenever they know that Regular teachers are not in that day
692. Illness
693. Just don't want to be there
694. Just feeling tired - wasn’t an option above :-(
695. holidays
696. Cheaper holidays
697. Holidays abroad
698. Family holiday, Family event e.g., sibling confirmation
699. Parents don’t see the importance of school attendance

Q7. If your child has had a hard time going to school, what has helped make it better?

1.Autism class, having an sna with her all of the time,
2.Sitting down and dicussing the issues. First year was very hard in getting used to the school, classes & loads of teachers.
3.Little incentives
4.If I collect him and drop him off, less time masking.
5.Getting school involved
6.Nothing.
7.N/a
8.Strategies to stay in school a d solve the problem
9.Not a thing
10. Open discussion, make a plan, small achievable steps & constant support
11. Getting good sleep
12. Knowing I will support her with getting school to help
13. We take some time out....and try get some positive activities going to improvement mental health

14. Dropping them to school, school bus service is great but timings/traffic can make them late for school. Also being allocated different bus to friends means they may begetting on bus on there own and not knowing anyone else on it
15. Talking it out.
16. Knowing they will be coming home afterwards to us.
17. Time off to recover. Supportive staff to create a welcoming environment. Accommodations such as movement breaks
18. Communication about what bothers her be it school issues or health issues.
19. talking together
20. Knowing that she can have a day off but needs to get back the next.
21. School efort
22. Discussion with school staff relating to the issues being experienced in school
23. Therapy, privately funded; medication for hormonal issues
24. Reward with something he wants sometimes
25. it has not improved as the school structure has to be change
26. Making promises on something they are looking for
27. This is not a simple response. It's all about being flexible but knowing when to push your child to face school even if they don't want to go. Sometimes a day or two at home with low demand helps my child to regulate and then return to school better able to face any demands that they are faced with
28. Consequences for non attendance
29. Mental health support
30. nothing they both hate it and are miserable
31. Reassuring them that we will support them even if they feel bad about going in and we'll be there after school to take care of them.
32. Attending counselling
33. Nothing
34. Talking about the reasons and trying to resolve then them
35. Alternatives to class teaching
36. Jigsaw, support from school
37. Listening & discussion
38. Talking with child
39. Making deals
40. Explaining that school had to be attending and discussion to figure out why not wanting to go to school and try to resolve/put helpful practises and plans in place to help issue
41. having friends at school
42. Giving a break if they are struggling mentally
43. Patience, no academic demands
44. Planning out day activities, discussing what is not good about the day, reminding them its ok to have an “off” day but we still need to carry on with things
45. Improvements in health issues

46. Friends and better support from home and school
47. Having the option to go in late or come home early as they suffer with anxiety especially in the school environment
48. No homework it takes up most of the day and creates anxiety at home for the kid they have all other sports and social events after school so probably don't get to do homework until later on in the evening and if not done kids don't want to got to school next morning to get into trouble for no homework
49. Being allowed to take a day off here and there to get some rest. Being allowed movement breaks.
50. N/A
51. It has not occurred apart from PMT on rare occasions.
52. Be a role model as parent being on time and at work every day regardless of the mood or motivation. .
53. More flexibility and half days
54. Nothing so far
55. Just reassuring them that you will be there for them and that not facing issues will make things worse.
56. Nothing at the moment
57. Us having a good chat together and working out what's going on
58. I talked to the school, and the teachers stopped giving out to her for stupid things
59. We have an SNA with very good understanding of the needs of the student. No judgment, student not seen as defiant or bold.
60. Talking about it and feeling supported
61. My child has learning and social difficulties but, receives support and help at school. She is happy going to school almost every day.
62. Lots of communication with me as a parent and support from his year head too
63. She hasn't attended since November. We are still trying g to come up with a plan where she will feel safe in school.
64. Support from the school, teachers and SNAs has helped.
65. Trying to convince them that school is very important for their college and future
66. One currently not attending
67. One to one talk
68. Talking / encouraging
69. Noting
70. Allowing her to come home if she needs to early
71. Nothing at the moment. The EWO is great in our school and doing her best
72. One on one with an SNA teacher
73. 10 mins to regulate with SNA at beginning of the day-until school removed this neccessary support
74. Councilling
75. Changing school. IN primary my child refused to go to school due to bullying, class teacher was rude and lacked social skills. The principal and vp found it amusing.. Move on to secondary 3 years in NOT one day missed

76. Nothing has helped. If the school had met face to face each year that would have been beneficial.
77. Taking pressure off and trying to work through problems.
78. Coming up with a plan together. A sympathetic contact person on the school side who knows my child.
79. Now attending iscoil as the pressure of school was too much. Too strict and too structured. too
80. Trying to meet with one key teacher in the school
81. My daughter loves school
82. Breaking it down into small steps, being organised the night before / morning, liaising with the school care team
83. We had to change school as child is neurodivergent
84. Nothing really, I force her to go
85. Nothing
86. No going
87. Nothing has helped
88. Mr mc mullin
89. Less homework.
90. Rewards and encouragement and meeting half way about things
91. persistence
92. The school works with us and are very flexible. They help as much as they can but the system is flawed - and the feeling of not belonging is a societal problem as she is autistic.
93. Transition fro primary to secondary was very difficult due to large school & multiple teachers. Help from key care team in school support was so important to us.
94. Cooperation and understanding from the school
95. Not being challenged about attendance on the days he does get there.
96. Not forcing him to. Recognising it is a matter of can't not won't
97. Still trying to figure out a way to make it better
98. Friends
99. Focusing on one day at a time, not the rest of the week or term, bringing it back to today.
100. Nothing yet, she's in 1st yr has autism and has missed months of school
101. Had to switch schools for one child because she was socially excluded. Had no friends. Moving school was the only solution after 3 years of exhausting every avenue to try make friendships. Nothing worked. Moving school she made new friends and happily goes into school everyday
102. SNA support. A safe place to hang out at lunch times e.g games club.
103. Talking to her and the school accommodating her needs
104. Talking to them
105. Bribery
106. Nothing
107. Good connections with teachers flexibility and a feeling of being heard
108. Talking about any problems/issues
109. All measures so far have had temporary relief, nothing lasting

110. Nothing
111. Reduced timetable
112. Taking pressure off for a while
113. They need space and time for lunch and social
114. Support and flexibility of the school. Feeling that she was being heard and believed.
115. I don’t entertain her when she tries to ask to stay home
116. Nothing yet. I think if school staff listened to parents and students individual needs it would help
117. Nothing, let me know if you know
118. Reduced curriculum
119. Removal of pressure and expectations
120. Communicating with the school and letting the child be the leader (with in reason)
121. Encouragement
122. Not much helps, because the causing issues are still present
123. Both of our daughters have experienced extreme autistic burnout as a result of the pressures at secondary school. Our first daughter suffered mental health issues and was suicidal as a result of masking and being overwhelmed in school and from bullying. The thing that really helped was to reduce all expectations of having to go to school. Our first daughter is now back in school and has completed transition year. Our second daughter is now unable to go to school as a result of sensory sensitivity in the school environment. Even with a part time place in an autism class, school was too overwhelming for her. Again, reducing all pressure to go to school has helped her to get through the burnout and feel safe and regulated again. We have applied for iscoil for her.
124. Still trying to find the answer
125. Reduced although it hasn’t really made it better.
126. Nothing is making going to school better. She will attend school but vomits from the anxiety before she goes. She struggles being there, often sent home because she is so worked up and anxious. By the time Friday comes, she is completely overwhelmed and spends the weekend worried about going back on Monday.
127. Communication with the school
128. Encouragement at the beginning but not enough when she reached 6tg year
129. Talking to the teachers. Having a strategy to help him regulate in the mornings.
130. Counselling and support
131. Introducing timetable, when eventually one teacher give some support , lack of communication and support supervision in the school
132. School allowing child to attend part time
133. Family support reassurance and encouragement.
134. Engagement with support from his school & us seeking outside supports

135. Support from educated teachers SNA on ASD and the challenges facing them
136. Communication with school
137. Counting down the days until the weekend, counting down the weeks until the holidays
138. Support from teachers in resource dept and introduction of LCA
139. Reduced timetable collecting early
140. Nothing. No help from school.
141. Friends going too
142. Confiscating electronics at night, but this is a constant struggle with debates and arguments most nights.
143. My teen girl is attending therapy as she has anxiety about school I'm funding myself 80 per session to help her self esteem an better capability navigating with girl groups going to school dosent feel like she has made real friends despite wanting to learn an liking the school 1st year missed 30 days
144. Nil
145. Nothing has worked
146. The school are very supportive and she goes in for short periods of time 1-2 hrs at a time
147. Friendship
148. Still struggling
149. Tried giving her a break , talking encouraging. Then I tried disconnecting the Internet. Camhs are unhelpful .Trying everyday being her friend.
150. That we listen to what she has to say and not devaluing her reasons
151. It didn't get better. No supports from HSE. School tried to adapt environment but schools cannot do everything. There also needs to be understanding that school isn't right for all children. There needs to be a greater acceptance of how and where children learn. I am a deputy principal myself with a child who is leaving school due to lack of foresight around my child's needs and understanding of how she learns. She is in mainstream. Has lots of friends and completed a wonderful JC but it all broke down.
152. A one to one person, the schools dapting and meet them as they are on a day to day basis, reduced timetable, reducing amount of subjects they do, having access to special class that is over seen by same teacher, no homework.
153. Anti anxiety meds
154. Taking pressure off to go in the next day
155. Dropping her there as opposed to going on the bus
156. SeN support , kindness , understanding of neurodiversity
157. I have engaged with the school team re bullying behaviour
158. Changing schools
159. Meeting an SNA in the morning and being allowed into the sensory room when necessary
160. Nothing
161. bribery

162. Talking about it with them and supporting them during difficult times and linking in with tutors and year heads.
163. Only reason is health related which are beyond our control
164. Nothi
165. N/A
166. Medication
167. Security of friendships, moving, not sitting for long periods
168. Changing school to a section 14 school, with lessons 1 to 1 or 1 to 2, less stress, no homework, more relaxed environment, where kids go to learn and the feel less social pressure
169. Understanding and cooperation from the school.
170. We have not found a solution. With camhs also.
171. Constant reassurance
172. Bribes and some times letting them stay at home
173. Different things, therapy
174. A break from school for a day or two
175. Allowing days off when anxiety is high.
176. Good friends
177. Yes, talking about it openly, finding the reason and trying to resolve it
178. Flexibility with timetable and attendance. Supportive staff. Removal of threats and demands.
179. Nothing
180. Nothing yet
181. Speak with the teacher principal
182. support from school
183. Not going!
184. Working with a psychologist regularly
185. The environment is not suited to her needs
186. Nothing
187. Letting them off early
188. Stomach related issues, don't know if it's anxiety or something physical; just staying calm the day he's out and supporting his return
189. Nothing yet. Lengthy process to receive support on mental health. Nuerodiversity medication and counselling few and far between to feel ready to get back in school.
190. Insisting they go to insure a pattern of not attending does not start. Starting afresh the next day with a clean slate.
191. Anxiety - knowing he has a reduced day due to sport etc
192. Positive communication with school
193. Trying to find the reason why.
194. Talking and advising
195. extra support for basic studies
196. special school for kids with anxiety
197. Stopped pushing him to attend as it makes no difference he wont go anyway
198. Talking, giving lifts to the school door

199. Talking to them, ask them the reason they don’t want to go and try and come up with a solution to the problem
200. School support
201. Not much. Her school doesn't have attendance liason person.
202. Psychotherapy support following bullying behaviour: learning to be hopeful for further positive experiences, trying to put aside memories of negative ones.
203. Meeting with special class teacher. Assigning 1 key person, visual schedule.
204. Sport
205. Talking about it and speaking to the school to help
206. Going in later in the day
207. Nothing helped so far, he’s in 2nd year, I hope we’ll find something
208. Flexibility with offers such as reduced timetable, use of aensory room to decompress, no requirements to participate in every collective class activity, trachers who are trained & equipped with knowledge and understanding,
209. Having a friend she can rely on.
210. Patience, physcotherapy
211. Just taking a day and relaxing, not having to worry about school
212. Encouragement from at home
213. He loves this special achool
214. Withdrawing him altogether
215. Nothing
216. Coping strategies
217. Nothing really. Rather than sending her into school distressed, we opt at times to keep her home. She has a place in the asd unit in a mainstream school
218. Discussing it with teachers in school
219. Talking
220. Persistence.
221. Counselling
222. Understanding the purpose
223. If they are supposed to be in school they go end of. It's leads to absences at work later if importance of attendance is not instilled in them
224. Don't feel school have helped with this, think had they been pulled aside and spoken to (not given out to it may have helped) we had issues last year with our current 6th year student and spoke to year head asked that this discussion happened but it never did and then on the last day when all students had left early singled out our child when she went to do the same, embarrassing her. Too little too late and done in the wrong way.
225. We had to speak to school about bullying. The impact was huge. School ignored the issues/bullies and had the whole school eat in the corridors because they didn’t put enough staff in the rooms to supervise. Students saw straight thru this approach, were very disappointed with the approach and lost confidence in the staff. Staff who take issues seriously. Deal with them properly would encourage more students to go to school.

226. Knowing it’s going to end soon
227. Less judgment from classmates
228. Friendships and the days in school being more appealing
229. Nothing. I hope there is opportunity in this survey to list what DOESN'T help, that will be a long list.
230. Being a member of the school sports team
231. Listening to your child, calm discussion the reason why he/she doesn't want to go to school?
232. Breaks and teacher’s understanding
233. More understanding teachers
234. Removing child from school. Home tuition followed by registration with iscoil.
235. Taking a day off, a duvet day. If bigger issue, having a meeting with year head.
236. Nothing. It has to come from him
237. Yes
238. Support from an adult with caring responsibilities in the school
239. Support from the school and private counselling
240. Letting them skip first class and go in later. They are too tired.
241. Engaging with the SEN and GP
242. Discussion about problems and resolutions
243. Encouragement from teachers and home support
244. Normally a day off to spend time with me (mum) reset and re energise
245. Quiet insistence by us as parents. Clear message that it is not optional.
246. Reduced timetable, extra learning support
247. Talking about it
248. Going less than a full week
249. Interesting events and things out of the routine
250. Friends. Talking about issues
251. Availability of special needs transport and feeling included in school.
252. Support system
253. Boundaries and routine
254. Gentle encouragement
255. Na
256. Supports from school
257. A kind teacher
258. Consistently bringing them to school reassurance all will be fine
259. Collect them half day
260. A day off
261. Interaction with teachers and support
262. Giving no choice and loads of encouragement
263. Reduced hours
264. Talking to the school & working with them to sort out the issues
265. Nothing
266. Therapy
267. Talking
268. Transition year

269. Discussion
270. No issues
271. A teacher having a quite word
272. Knowing they can ring or text to be collected
273. The fact that he only has a year left
274. Gentle encouragement
275. Teacher and half days
276. Nothing the only thing that stops the arguments is when he doesn't attend
277. Seeing the counsellor
278. Speaking to principal
279. Encouragement
280. Me advocating for my children. All 4 are HF ASD & 2 have ADHD. Rigid outdated system. Mental health is way more important. Education is more accessible the older they become.
281. Letting them take time off when "burnt out" linking with the school about challenges faced. Changing schools to move away from bullying and social.isolation
282. Talking about positive reasons to go
283. Talking and reassuring
284. Introduction of daily sensory breaks
285. Support and understanding in the home environment
286. Talking about it. Extra cirricular activities
287. Talking. Letting them stay home
288. Speaking to principal
289. Getting him help with CAHMS, liaising with school principle and year head, working together to support him.
290. Encouragement from us as parents and the school staff
291. Reassurance, a day to rest and talk about there worries
292. Stepping back, trying to see them, realising health is more important
293. Nothing
294. If she can’t cope we will collect her from school
295. Listening to reasons
296. Nothing
297. Support from SNA and year head made it possible for him to return on a very slow basis, but overall it became too much again last November and he hasn't returned and won't be completing his Junior Cert in a few weeks time because he missed so much time in 1st and 2nd year that once he returned in 3rd year he became overwhelmed with how much he's missed, there was no other options available to him so he has been at home without any education since then. Over the last 2 years we've had support from school, but no outside support to help the situation.
298. Supportive teachers who understood her difficulties.
299. Sporting activities within the school
300. A lot of talking to the child that it's her future not other child's ,and they can't make my child to attend a school

301. One child - everyone doing what they are supposed to do and treat them with respect, not underestimating them, making allowances for them, planning support teaxhing effectively, two problematic SNAs leaving, and SNA who was there being excellent, tuning in to their needs, leaving them be, not underestimating them, spotting signs of overwhem. Support teaching being effective and appropriate. Frin ship and connection with peers facilitated.
302. Talking it through and understanding the needs of the child but allying their fears also.
303. Not relevant
304. 2 children good. One ty child difficult as feels not missing school work when out as ty
305. Getting a lift to the bus , also the schoolbags are very very heavy for those children who have to walk and carry the bags ,
306. Never had an issue
307. Talking, acknowledging and validating feelings & concerns
308. Nik
309. Nothing working
310. Treats for a good attendance at the end of the month
311. Open communication, empathy-relatable shared similar experience, guidance with coping skills, building confidence and resilience
312. Giving her time to express herself and letting her stay home now and again to calm her down so she go in more days than less day. We have an agreement when things are stressing her out high we take a break off school for a day. It's not a good thing but it helps her.
313. Teachers, friends
314. Nothing
315. School have been very supportive
316. Collecting early or going in later
317. Nothing she is currently experiencing moderate anxiety in and out of school for the last 4 years. She is now attending CAMHS after a year on a waiting list. She is also now been assessed for ADHD. Sometimes pushing them into school isn't the answer. I'd love to see schools more invested in mental health matters with a dedicated mental health team.
318. Mostly is health related but happened once that he missed the bus and once that he overslept. It happened in last minute there is no chance to bring him to school he went day after but there was a big talk about it.
319. Friendships and knowing that if she misses school she will fall behind as the pace is much faster in secondary school
320. Discussing it. Calling the teacher to get any more insight.
321. The support of the school
322. Our local youth service supported with one-to-one sessions and programs that helped to provide coping mechanisms
323. no
324. Calm environment
325. The thought of a positive reward.

326. My child worries about 'friendships', what to say to others socially, how to fit in. This worry /anxiety causes a state of hyper alterness, which is exhausting and in turn causes anxiety which in turn makes her more awkward around peers and makes socialising more difficult. Self perpetuating cycle. She also finds academic work very hard. Getting rid of pass/honours levels was not good for her. She would be much better if she was studying at a pass level in all subject alongside others at the same level.
327. Nothing, his illness was not treated properly unfortunately. He had just received 6 rounds of ivig that have made a miraculous difference. If he had had proper treatment he would have been able to attend.
328. Always reassuring I'm only a phone call away & will collect the child if they're really struggling.
329. Listening, keeping boundaries consistent while being supportive to their needs. Teens are teens and moods are volatile so important to keep everything in context and keep healthy life routines
330. Our own hard work with the young person accessing help outside of terrible school environment
331. Knowing that they are finished soon
332. Patience and support at home and from school counsellor
333. Prior arrangements made with friends to meet
334. Speaking with the school
335. School liason
336. Subjects they enjoy. Friendd
337. Nothing
338. Friends at school
339. Nothing- it's not resolved.
340. N.A
341. Explaining that going to school is an investment in their future
342. Nothing
343. Plan of action. What can we do to make this better.
344. Workload they sometimes have too much homework
345. No issues
346. Explain the importance of going in 2 keep up with the work. That days off are only for illness
347. Certain days the child will say that "no one is going in today" due to various reasons, this can be difficult.
348. Having designated teacher ro talk too
349. Telling them to try and i will collect them if they can't cope. Most of the days they stay in school.
350. Rest and parental support
351. Talking at home,def not talking to the school
352. Parents coordinating with staff to solve issues
353. Counselling
354. Talking
355. Support from the school
356. A reward after school
357. Informing year heads

358. Support from Vice principal
359. I switched her to a different school that suits her better
360. N/A
361. talking to them about how the day is broken down and who they will be meeting, subjects they will have that day etc.
362. Making new friends
363. I used to force her and there were arguments. She missed 1.5 years completely. Then i took the pressure off, listened to her and met her where she is at. She really wants so be in school and some weeks she makes it for about 6 classes over 3 days
364. Address issue immediately and protect your child.Hiding away at home is never the answer and allowing your children to stay at home because they are having 'a bad day' is not a good example or helpful in teaching them life skills
365. Reduced day did at some point and staff members kindness nut unfortunantelt it didnt last
366. Friends
367. no , she loves school because its social interaction for her
368. Wanting to see her friends
369. Nothing yet she is waiting for assessment for AHDH, Aniexty, dyslexia
370. Not go8ng in fir classes shes excluded or humialiated in. Knowing she csn contact me anytime to send a note that she csn leave, so staff dont stop her..once found her slumped at school dpor with bpm over 200.
371. Authorative language
372. Never an issue
373. Telling them to call me if they feel unwell and I will collect them
374. Telling them I'd speak to the school
375. N/a
376. Proper predictable plan in place at school
377. Talking to them
378. Explaining the importance of education
379. Nothing
380. Making the school aware of the struggles causing the issues and they have always helped
381. Speaking to school
382. No
383. Getting the school involved so that it feels like a supportive environment
384. Understanding and open discussion, also agreeing reasons school can be missed and reasons it cant
385. Year head and class tutor knowing what's going on
386. Nothing in particular. I make it clear that school is part of life, just like work. I instil a positive attitude towards school and encourage my children to work through difficulties and face them or learn strategies to cope. I am supportive of their concerns but I’m also the parent and it’s my responsibility to make sure they get to school and have somewhat of a positive experience. I do fully believe that teenagers especially need rest days and my children know I will allow some of these throughout the year

387. School liason.officer
388. n/a
389. Giving them a break. Letting them have the day off and remaining encouraging and willing to compromise, e.g let's try to aim for four days a week instead of five or let's have one guilt free day off a month, no questions asked, of your choice and go to school the rest of the days.
390. Talking the issue out.
391. Speaking to the teachers
392. CDNT therapists explaining SEN to school & some staff listening
393. Offering to drop or collect. Agree social activities that can be done once school attendance is adhered to
394. Talking about motivation and movement.
395. We are very supportive but one day back and we are back to square one
396. N/A
397. Pick them up at d school
398. Limited access to SNA
399. Making friends. First year was very hard for her. But this year has been great.
400. Therapy
401. Understanding
402. Addressing the issue with the year head
403. Friendly staff meeting the students.
404. Giving part of the day a chance
405. Encouragement, and knowing they can ask to go home if they need to
406. Having a good teacher checking in to help make things easier
407. Letting them know that they aren’t the only ones who find going to school tough, that the school day is only a few hours and they will be fine in the company if friends and people they are comfortable being with.
408. Being with friends, allowed to use earbuds to deal with noise, having the freedom to choose to go or not, reduced hours, being able to leave class if overwhelmed, being confident she can sit with friends if she does go in, knowing teachers won't call on her for answers unless she puts her hand up, being excused from pe and having to wear the pe uniform
409. Listening and coaching and uplifting them
410. Just talking it out with them and finding the problem and getting it sorted
411. Talking and meeting for lunch for that break.
412. Non negotiable
413. Communication between parents and child
414. Talking to someone
415. Encouragement, a making them understand that you are always there to protect and guide them...giving a reassurance that you are there for them always
416. I don’t have any experience
417. Not been picked on

418. Do not be strict if school bus is late and child is in doors at the time class starting.
419. The school dealt with the problem very well
420. Knowing the teachers were aware that they found it hard.
421. Find a solution to there problems
422. Nothing
423. School counsellor and a lot of talking at home
424. Was never an issue
425. Feeling like they have a support system
426. If tired perhaps, I give motivation e.g that there is only a few days left and a half day Friday
427. Talking to them about what is going on in their lives. Also prompt communication with teachers if any thing is going on
428. Talking
429. The opportunity to be brought home if school becomes overwhelming. The support from the year head and the guidance department and friends.
430. Talk
431. Attending occupational therapy and sessions with the cahms team leader
432. Friends
433. N/A
434. Being around friends
435. Nothing still very difficult
436. Talking to tgem to find out what the reason would be.
437. The issue was sorted straight away
438. Encourage them that's it for their future
439. If she is not well then she is love to go school
440. N/a
441. N/A
442. She has found her tribe and I think it has helped a lot
443. Encouraging them to go
444. Reduced hours, as she has autism this helps. Her school is very big with a large number attending
445. Chatting with friends and study English
446. Reduce Criticize , stress
447. Friends
448. No
449. Talking
450. Friends being in attendance.
451. Sometimes they need a day off to gather there emotions they are under soo much pressure
452. Parents support and school support should be as well
453. Talking and Communicating
454. I have bo idea . I always ask myself what to do
455. Having a break
456. Friendships in school

457. Chatting with them and seeing what the issue is
458. talked to my child, tried to be reasonable
459. Knowing that we are here to support her if she gets in trouble for not able to do her homework etc
460. Not applicable
461. Guidance counsellor being available to chat
462. Giving them more time to get ready with less pressure
463. She is not given a choice
464. School activities
465. Nothing
466. Speak to my child and let school know about the difficulty so that we can all be on the same boat.
467. Making more time for hobbies in the evenings/ weekends
468. Incentives. If she doesn’t miss a day for the whole month I will get her something she’s been wanting
469. Letting day or two stay at home
470. Giving rest breaks from school
471. Never happened
472. Talking about why!
473. Talking to guidance counsellor
474. My current school going child is fine. The only thing that helped the other 3 was by taking them out of school. They couldn't cope (All 3 are neurodivergent)
475. Self motivated, understands the importance of it.
476. Hasn’t had a hard time
477. Talking to them negotiating and making a plan to attend some classes and not all until the situation improves
478. by comforting them and showing that ill always be there for my child
479. Helping him get dressed
480. Help from the school and others around us
481. Encourage, set up boundaries, routine
482. Learning and Behaviour support staff
483. Note for teacher, reassurance we are there for them if needed
484. They dont
485. N/A but talking and active listening helps
486. Scoil Aine Galway
487. Reduced timetable
488. Staying firm and being strong with them and telling them they must go in.
489. Family support
490. That depends on the issue.
491. Rewards, allowing breaks sometimes
492. Liasing with year head
493. N/A
494. Dropping and collecting them
495. Nothing

496. My son had a hard time with maths at the beginning of the year, we contacted the school and they were really helpful once they new what the issue is was, so I think, he is flying at maths now, it helps to contact the school if there's an issue.
497. conversation with me
498. Encouragement
499. Nothing, he has just finished 6th year and plans on sitting the leaving cert despite attending about 15 days this year. I could not force him to go in. We tried counselling. School was not very helpful. He did not even know why he wouldnt attend. He left anxious and sick about school and not not sleep well
500. Give them an odd day off
501. Knowing it ends at 3 50.
502. I have put in place a rule that if he doesn't go to school he doesn't go to his football training or get to play his matches on a weekend
503. More interesting class work
504. NA
505. Nothing
506. School support ongoing but not really helping so far
507. Talking about the importance of education for future outcomes in life
508. The School has been extremely supportive
509. Staff
510. When teachers create connections with students
511. N/A
512. Do counselling
513. Counselling and liaising with her year head.
514. Support from Guidance Counsellor, Year Head. One to one support.
515. I remind you that this is his job, an adult goes to earn money, a child gets knowledge
516. Talking, giving g her reflexology to calm her if feeling overwhelmed
517. Contact with the school authorities
518. Talking to them, finding out what the problem is and resolving the issue and putting there mind at ease.
519. N/a
520. The teacher and principal
521. Making a friend
522. Understanding reasons why, offering support
523. N/a
524. Talking through why they don't want to go to school. Reward at the end of the school week and planning for fun in holidays as incentive to persevere through difficult days
525. Teacher encouragement
526. He enjoys the learning, companionship and friends
527. Removing the demand of school while the anxiety lessened
528. Reminding him of the friendships & extra curricular activities he wouldn't have if he wasn't in school
529. Teacher and friends and Sna.

530. Listening to the reason,advice and support and pride for trying to solve or overcome the problems
531. Speaking with her about going to school is how effective.
532. Lunchtime sports
533. Attending late and leaving early as requested
534. School actually listening to her and understanding her
535. Talking about it, empathising with child
536. Speaking to the school
537. Struggling since 2019, only diagnosed with autism 2024, by which stage he was in complete burnout, no adequate supports for children of normal intelligence with sensory difficulties, the only thing that helps is rest and understanding. If school had provided supports when he fist presented with severe mental health issues when first asked 5 years ago he may now have normal attendance. We have done everything possible from home to support attendance but he has been robbed of his planned future by lack of supports in school and made feel like he is a burden to the available system rather than the brave, strong, intelligent, caring person he is. He will be finishing with no education and no friends left.
538. Nothing - no solution
539. Accepting her where she is at, taking the pressure off, changing my parenting style. Lowering demands. This has meant that sometimes she is able to attend whereas last year she didn’t attend at all
540. The SEN dept in the school have been wonderful since my daughter got diagnosed, the support they give has really helped
541. Attending InSync counseling and being open with her teachers
542. We rarely argue about it now, she has Home Tuition in place and attends reduced hours when she feels able. Autism, ADHD and dyscalculia diagnosis, school is not a ‘safe’ place for her
543. Friends and finding those with similar difficulties
544. Completely removed from school
545. Following her lead on when she is able. If we push her to go she burns out, gets physically ill and is miserable, exhausted and not able to learn. Having time to rest allows her to recuperate and she returns to school earlier. The HSCP also gives her access to a quiet space during school when she feels overwhelmed and a person she can confide in. It has really helped
546. Perspective through sincere communication and support & guidance at home (parents/guardians) and in school (teachers/counsellors/peers).
547. Providing another route to education. In our case having the option to attend FET course at which he absolutely thrived, didn't miss a single day and achieved 9 distinctions
548. Promising a random day off to recoup
549. Staying at home & learning in a calm safe quiet environment where he can learn at his own pace 1 to 1
550. Supportive and understanding teachers who create a warm environment and avoid creating an atmosphere of fear in the classroom, however mild it might seem to them and others. Also the child's friends have been a reason for him to attend

551. Camhs still not attending
552. Nothing
553. Nothing so far
554. Very little
555. not applicable
556. Good weather and family members being healthy and well
557. Nothing
558. Iscoil hub in Extern
559. Good communication with the school
560. Listening to them School supporting & understanding the child outside agencies involvement
561. Access to quiet areas in the school
562. Her health improving
563. One good adult in the school/ strong friendships
564. Recognition and support at school- has FASD
565. Therapy and medication
566. N/A
567. Nothing
568. Letting them take the day off or coming home early to mentally recharge or recover to go the next day
569. His year head
570. Nothing so far
571. Friends
572. Honestly not making him go to school has helped him. School environment is not for everyone especially when you stand out and have no friends.
573. I allow my child to take a 'mental health day' if they get too overwhelmed by the school environment. I will also give them notes for not having homework done if it was too much for them. I find this approach has led to far better attendance than battling with them and they have not overused the agreement.
574. Reduced timetable, good relationship with the school
575. Activities and subjects in school that are not graded /tested
576. Councelling
577. Nothing really
578. Connection to peers/staff, their voice being heard, positive engagement with pupil, awareness and understanding around neurodivergence
579. I have one child I had to take from school she is doing iscoil now, nothing helped we tried everything in fact what they tried instilled fear and trauma in her that she can never go back to school again. In my opion for things to improve to help children attend would be to make it interesting, introduce more skilful classes, stop homework, instead of huge pressure around exams out assessments into place and get rid of big state exams, make it engaging, interesting, particularly in secondary days are long my daughter has two long days these are the days we have the arguments about going and the days most kids are absent.
580. Not a lot

581. For now staying at home, getting assessed
582. Listening to what he needs and that education system isn’t for everyone some kids needs a hands on
583. Persuasion, praise
584. Nothing
585. Consistent engagement with school
586. Support re school work/ mental health
587. Support from teachers
588. Talking and working out what the issue is
589. N/A
590. SNA support
591. They don’t have a hard time
592. Tell them that they miss fun stuff aswel like art
593. Having friends there and getting on well with everyone there
594. Having her friends there
595. Good relationships with teachers
596. Support in school
597. NA
598. ----
599. Talk
600. Her teacher leaving the school
601. Family support
602. Talking to them and helping them work it out
603. Nothing
604. Staying at home
605. Attending for a subject they enjoy
606. N/a
607. He was getting pulled in the school the school did nothing till went down and made sure everything was was sorted its not fair how people are treated at all. There school has there favourite that are allow to. Do. What even.... drink. Smoke vape. Then if my child brings in cereal belar they rip the head off him
608. Talks about reasons.
609. Leasing with school, setting up check & connect, change of sna
610. Talking to the staff at the school
611. Medication for anxiety
612. Mental Health Intervention/support
613. Nothing. Maybe an acceptance of being late - better late than never
614. Discussing their concerns
615. Talk through what is causing the problem.
616. Relatable teachers that are easier to talk to and who make their classes more interesting and engaging for the children
617. Friends
618. N/A
619. Depends on teachers they have
620. Support from school staff
621. Speaking to the teachers

622. A bus nearer to where we live
623. Listening to their concerns & letting them know they're supported
624. Talking about issues that arise
625. NA
626. Not making her go, taking a step back but it hasn't improved her attendance only our relationship with each other which was terrible
627. N/a
628. Making a friend that is always in and attending therapy.
629. Nothing getting on with friends
630. talking through it
631. Talking about that issue
632. An empathetic teacher
633. Being able to leave class when feeling overwhelmed
634. N/A
635. A good, hard, smack + no phone
636. Support for anxiety issues and teachers being supportive
637. Chat
638. Understanding from the school, flexibilty, supporting her mental health with therapy, one to one time, going to the doctor to show that we take her health seriously
639. Teachers knowing the problem and understanding, putting in place something that helps the student with their main problem
640. NA
641. Support with homework
642. Nothing so far. They are going because they are expected to go, unless there is some clear health issue (physical or mental)
643. Having the teachers on your side and following up with the kids
644. Having friends to help them get through difficult times
645. Trying to get them to school as close to the start time.
646. School completion program and incredible school support
647. Talking about what is bothering him
648. Talking about the issue and communicating the right positive attitude towards school
649. Thankfully I haven't had this issue but my children would on occasion say certain teaches pick on them at every class and I can sense discomfort. I always suggest having a chat with the teacher or if they wish I can speak with the teacher but sometimes I think children think that will make things worse. I think this has an effect on students then liking that subject or maybe trying to stay off school on those days.
650. Being heard by teachers.
651. Support and understanding from the school for extra movement breaks
652. Contacting the school and sorting out what was bothering them
653. The support from the principal and the teachers
654. Taking the pressure off her, she is doing the work at home and passing exams
655. Never had a hard time
656. Reassurance that we will come and get, just phone us

657. Having time away from school
658. Nothing much
659. Nothing at the moment, he can't attend
660. Sometimes knowing I can pick them up early
661. School teachers
662. Activities in school/motivated to study
663. Weather
664. Having friends and one or two teachers they relate to. One teacher talks to my child about football, my child lives and breathes football so he always tells me what Mr X said about the game at the weekend etc. He loves going in to have this football discussion. Playing on school football team has helped, he never wants to miss training days or match days, does not want to let team or coaches down.
665. Talk about it at home, and we, parents, understand when she needs a rest
666. When there is shorter day in school, not normal.lessons but trip or other interesting activities
667. Knowing his friends will be at school
668. Just tell her or him they got this and won't feel like this when they get in and see there friends
669. Talking about it and leading by example
670. Supporting & empathising with my child. My child always attends school, no matter what is going on, unless he is physically too unwell to attend. If there is an issue re: conflict with perrs, finding the work difficult etc. I use support and empathy. My philosophy with teenagers is :SENCE-good quality Sleep, and plenty. Empathy-show some understanding. Nutrution- ensure the diet is good, Connection- connect with yiur child, be open to hearingabout their lives in school, the good & the bad, Enjoy- having a laugh with your teen is vital, teenager years can be full of angst. Find joy in your interactionsevery day and encouraing teens to engage in activities that they enjoy in school. .
671. it hasn't happened yet thankfully
672. Encouragement from a parent
673. Reaching out to the school and getting support
674. Liasing with teachers to try ease worries
675. talking it out at home,practising phrases they can use if they find themselves in uncomfortable situations.
676. Talking her difficulties through and explaining the importance , getting the help she needs both from school and home
677. Help from the school
678. Support from school teachers principles and all involved in her daily education
679. Liaising with the school
680. A day off
681. Encourage
682. Discussing with School Vice/deputy principal and Class year head
683. Calm discussions

684. Less homework and then he wouldn't be as tired.
685. The only time is when my child is not going to school if she/he is sick or has an appointment
686. Timeout unfortunately she feels she has to come home to do this
687. Reassurance that they'll be safe and I am at the end of the phone of the school needs to ring me
688. Communication
689. No
690. N/A
691. Arranging accommodations. The school finally believing him after years of denial.
692. Thankfully my child is happy to go to school
693. Time out of school to heal
694. Nothing
695. .
696. Nothing, she does Home Tuition rhe last 3 years
697. Yes
698. Give a day off
699. Talking to the child
700. Conversation
701. Making friends
702. Speak about it
703. Normalise this feeling. It's normal to not like school sometimes but reassurance that it will get better and they have support
704. Talking about the issues and support from her friends.
705. Communicating, rewards for going
706. if we give her time and say she can go in an hour later or a specific time. then she sometimes will go in.
707. Negotiations
708. Friend support
709. Opportunity to interact with his peers
710. N/A
711. Talking about it
712. Changing school made it better.
713. Discussion with the child and the school
714. Friends
715. Engaging with the school and devising a plan to make school less stressful and reassuring the child that the school are supportive to the child/parent. .
716. Driving them to school or collecting them.
717. No hard times really, some issues with friendships but told her she has to go and see how she is when she gets there.
718. I give them one day off and return the next
719. Engaging with the school. Getting my daughter moved to a different seat. Asking that teachers do not call upon her brining attention to her in class. Asking her to be put with her friends in form

720. Being firm that they have to go and the promise of being there for them when they get home.
721. Knowing there was no exams/pressure; Teacher absences also affected attendance, if he knew 2-3 teachers were going to be absent on a day where he had non-exam subjects also, he attends a school with 1 hr classes, he had max 6 classes a day, 4 on their half-day
722. Staying home with me
723. Talking
724. The option to change to another school in September however this has resulted in my child not really fully engaging with the school they are currently attending
725. Talking but mostly listening
726. Understanding, supportive SNA
727. it has to be done
728. The teachers have helped with socialising skills
729. Changing out of a class that was making her seriously unhappy
730. Mental health support (Jigsaw)
731. NA
732. Talking about why they don’t want to go and coming up with a solution.
733. Explaining how much school attendance is important for his future
734. N/A
735. Taking a rest day and being listened to and heard
736. Still working on it
737. Letting them off with homework-
738. We ended up going to a counsellor and CAMHS and thankfully we came out the other side. His school were a fantastic support to us also.
739. Talking to your child then approaching the teacher head of class, then principle if
740. Having a friend group in school
741. Incentives for attending
742. I am not strickt about how shes doing at school
743. Working with the school coming up with a support plan together
744. Talking and explaining the situation. Understanding their perspective from the parent
745. N/a
746. Talking..and taking one day break
747. Taking time off from school and talking to school councellor or parents
748. Sleep
749. Persuading
750. Buddy system if implemented
751. Frequent school holiday e.g. 'few weeks till Halloween break'
752. NA
753. Understanding and kindness from teachers and staff, support from teachers with missed school work being accessible online so returning is not so stressful

Q9. Are there any other supports which are not mentioned in the previous list which you think could help students attend school regularly?

1. NO
2. experts in neurodiversity - all staff, guidance counsellors and psychologists
3. Yes better toilets, access to toilets and awareness amongst staff re periods and young girls.
4. Smaller classed
5. Parents need more education and support around the importance of their children attending school
6. No
7. Some teachers definitely need a better understanding of some learning difficulties,not all kids learn the same way amd shaming them will never achieve anything
8. School buddy system. Encouraging inclusivity and making bullying unacceptable.
9. Trained therapists and support staff to be present to help integrate students. Teachers checking in with students
10. More health education particularly with regard to phone and Internet use.
11. identifying and providing other interests for students to pursue during school.
12. More intervention on bullying
13. None
14. Reduce the amount of workload for homework
15. Mentorship scheme, especially for only children
16. change the school structure
17. Less rules and threats on punishment
18. A kick in the arse for lazy ones. Make it a crime for parents to get their kids off school outside holidays because it's "cheaper"
19. I believe a reduced time table would help
20. Much better access for parents to the school teaching staff to help co-educate students.
21. Parenting classes
22. Hybrid learning if child has health issues. They are sometimes ok enough to study but not well enough to be in school. y but can't
23. Alternative classes for students such as chaplaincy support
24. Mentoring in first year. Transition programme
25. Reward system
26. Support for girls who feel unwell at school, even a space where they can go to "ride out" the few hours of bad period symptoms
27. My son's school does attendance drives and friends for life programmes
28. Assistance with catching up if been out for a while or missed a lot of classes
29. Best attendance awards (monthly)
30. No

31. An older student to be available to talk to ..
32. Penalties for parents
33. Another teacher with whom the student has a good relationship.
34. Free Transport to and from door to door is essential.
35. Breakfast club, extra curricular activities, homework support.
36. Psychotherapy, childline courses
37. Reducing the school days to 4 days a week
38. Peer groups, fun activities where kids can feel safe and able to chat if they wish
39. Review the school system. Society is moving away from a factory-based system of clocking in & out. It is more important the quality of time that children have in school, than attending all classes.
40. Movement breaks, avoid constant punishments such as lunch time detention and suspension this contributes to the students not wanting to attend.
41. Regular access to mental health supports in school and on site
42. More access to one on one SNA's for neurodivergent children as required. Not just based on physical needs.
43. Occupational Therapy
44. Parental support, proper replacement for teachers who are absent, not having sporting events during school time
45. Having some classes outside
46. Enforcing the bullying policy rather than ticking a box. Expelling children who are continously bullying
47. Child psychologist
48. No
49. Some space to go to regulate when neccessary(not timetabled) with SNA support
50. School mentor to help communicate when things go wrong and covering their ass.
51. Their parents or guardians! If they child is supported at home they can overcome anything
52. IEP or student support plans in place for each September,face to face collaboration with home. Online attendance and lesson plans, blended options
53. Peer support. Buddy system.
54. Teachers need to respect and support the students and not be critical of their struggles to attend.
55. Having one key member of staff that could meet with the student at the same time, maybe a couple of times a week to get them back into the school environment. All teachers are very busy, nobody has time. If you don’t have a direct SNA then your on your own.
56. Yes! None of the above applies to us. My daughter simply misses school due to common cold etc. Message from school is don’t come in if feeling poorly. Prior to Covid kids would still attend school with a bit of a cold. Now we are all super sensitive to any cough or sore throat

57. Early intervention and a clear plan before school, in the evenings and during school, so the steps are clear to the child, is important.
58. Behaviour and counselling sessions.
59. Mental health services G.P
60. Encouraging parents to have an active role in the school community.
61. More downtime between days as in fun days or days with more life skills & less structured work to break the weeks up
62. A greater number of nurture spaces and quiet spaces as there is normally only the special class spaces and perhaps one nurture room.
63. TeAchers being more aware of how their behaviour impact students & recognising all different needs in their classes.
64. Encouraging part-days where the student is unable to cope with a full day. Ongoing anti-bullying supports. Encouraging attitude from teachers and acknowledgement that a student is struggling.
65. Flexibility and understanding from staff. No uniforms or at least comfortable (even gardai wear polo shirts these days!). Interesting and interactive teaching styles with work appropriate to child's capability - not one level fits all.
66. Flexible timetables
67. Social group’s ran by the school at lunchtime to help with socialising and friendships to encourage children who are struggling with peers to come to school
68. Workshops for anti bullying rolled out to every year. Sona workshops are one company.
69. Sensory spaces
70. Changing the school system to accommodate students and to eliminate bullying and understand difference
71. Quicker intervention to provide education at home
72. A safe or quiet place in the school to go to when they need a break in the day
73. Extra curricular activity support
74. I think timely support is the key we've had too little far too late
75. Kindness
76. Frequent access to school councellor and a space to reset emotionally without everyone in the year knowing she was having a hard time
77. Socialising time with peers
78. More mental health training and support especially around neurodivese pupils where the typical school setting isn't compatable with their learning
79. Their peers
80. Training teachers and supporting them to identify issues and respond appropriately
81. It is essential that autism classes being set up are properly regulated and supervised by the department to ensure they are appropriate environments with staff trained in autism studies. Otherwise opening such classes are just box ticking efforts which can have very traumatic effects on out kids.
82. These all only work if the ppl are actually any good. Schools need to change their attitude

83. More places in autism classes; greater understanding and accomodation from schools
84. All of the above only contribute a small amount, the bullying, jeering and humiliation amongst teenagers needs to be addressed.
85. Quiet space for students to use if they are feeling overwhelmed or need a timeout from the classroom. Without having to go home
86. We need to start looking at how overwhelming and unsafe the mainstream environment can feel for neurodivergent students. The workload, the academic pressure, the amount of subjects, the social pressure, the transitions throughout the school day etc. Both of our daughters have a part time place in the autism class, but for our youngest daughter, it's not enough.
87. The pupil needs to feel like the school (and all staff) truly cares and all staff need to be educated that “one size does not fit all” and have some compassion.
88. The type, style of education. Preschool and primary (educate together) Child lead, child involvement, investigation, project based. Secondary school is teacher lead, academic lead ,exam result lead. I can get my child to school She becomes so overwhelmed, she is then put into an office alone, checked every 40 mins If she can not regulate she is sent home. My child has no diagnosis except Grief and Anxiety. She doesn't fall under any support umbrella. There are not staff available to help her when she needs them.
89. Starting school later, Online classes in the afternoon. Usually mornings is are extremly hard for teens, especially tees with mental health problems
90. There should be an available mental health professional in every school. Use students if you have to.
91. Springboard, outside support on school avoidance, dealing with teen conflict
92. Therapy sessions
93. Teachers who are interested in doing their job and support students not belittle them.
94. Support for parents
95. ASD section sensory room mental health supports acknowledge bullies and properly dealing with them
96. Perhaps a mentor (a safe person who will not judge)
97. Reducing timetable some days
98. Parents cooperation with school
99. Teachers talking to them about reasons they have missed school, and asking questions
100. Taking homework off phones so parents can take phone off kids while they do homework, this gives kids the excuse that they always need their phones, pushing out the homework process and pushing out bed times.es
101. We live in lusk there is not enough places for new friends to go with little money to make the bonds they need to make best friends ,esp if they not sporty ,it's a real shame since covid our kids were cut off an some haven't git bk out with their road friends an are isolated v sad on phones for some kind of peer friendship but they don't meet up

102. Smaller classrooms less rigid rules - awareness of triggers like loud noises and smells - not being treated like criminals
103. A smaller school for children with anxiety and mental health support
104. Education and more training for staff on autistic girls, masking and what actually leads to a teenager unable to attend school. The priority appears to be getting them in school without taking any notice of what caused it in the first place.
105. Someone to check in throughout the day
106. I wish there was a school councillor someone trained in being resilient. Someone thst motivates kids. Classes that suit non academic kids belive there is a place for them.
107. Not judging children for not attending school and treating tsula on them, also get rid ot attendance awards, there a children who genuinely want to go to.school but some days cannot mentally go there, or are too physically ill to do so, these awards are a slap in the face to these children
108. Greater emphasis on LCA, adapted timetables
109. Peer support being in the same class as close friends
110. Assessamnrs for neurodoversity
111. No. Maybe engage Garda in secondary settings as today's teens are ridiculous in what they are allowed to do to their classmates
112. That all schools do a mandatory effective communication course and have anger management be part of a yearly support given to teachers
113. A counselling service in school. Being allowed to complete work at home when unable to attend.
114. school acceptance and understanding of needs such as asd adhd pda and spd
115. School Transport should be priority
116. From first hand experience the teachers don't have the time they need to support all students so every class should have access to an SNA or Teachers assistant to give extra supports to the students (not just children with special needs but all children) so the teacher can concentrate on the learning as well as being a positive role model to students. SNA's are invaluable but there are not enough of them.
117. Fostering friendships, relaxed space to visit if struggling mentally, reduced workload/ day to ease return to school
118. More support for transition into secondary. Less moving around. Changing class rooms every hour suits teachers not students.
119. No
120. Advisor for alternative ways to gain an education.
121. Stop scheduling teachers' training inside school year. It breaks the routine for students. This would be unacceptable in any other country.
122. Even schools that seems ok has bullism. I would introduce a figure that has time to deal with it and support kids. Second, as ll school should have a school psychologist/motivator.
123. More quiet spaces/rooms for non special needs children
124. A dedicated person to eliminate the toxic culture in schools
125. social interaction supports for break times and between classes
126. No

127. Forest School / Alternative options
128. Better home tutoring access. Better supports in school for neurodivergent kids. Quiet rooms for kids with anxiety or special educational needs. Reduced class sizes. Change start time to later 9.30 for example as all teens find early starts difficult.
129. More supports for breaks
130. Counselling Therapies someone who listens and wants to help the child
131. Post primary schools only have 2 weeks July Provision for child, they finish school on 23rd May this year for 13 weeks, this is like a lifetime for a child with special needs... schools that have ASD Units should be resourced to have a longer July provision summer programme like the 4 weeks they can do in primary schools
132. Peer support groups
133. Psychology
134. More emphasis on social integration, especially for kids who were stunted in this area due to covid
135. Change the school system
136. No
137. Bus Eireann School bus ticket system needs an overhaul; refurb of old school buildings, my child thinks the toilets are disgusting so won't drink water so he doesn't have to use them, this is affecting his health
138. Flexibility. Adjustments to education program. Some people thrive in a standard school environment. Some students thrive in a task based or online environment. We have the tools and technology to meet the needs of all students just be willing to do it differently.
139. Awards for attendence
140. A rethink is required on how or when to introduce the weekly exams/ tests to 1st year students. This can be hugely daunting and set a stressful tone for their first year. Also, all 1st years should be thought how to study!
141. More creative outlets.. music art etc
142. Encouraging with competitions and prizes
143. Totally different model of education entirely for post primary kids below aged 16
144. No
145. Parents should have support in form of leave to allow them to come late to work. As a single parent with a single income I have to be in work everyday, if I don't go to work I don't get paid. My employer doesn't care if I have issues with a teenager not willing to go to school.
146. A culture and systems of supporting teens in the school setting, without them feeling they were being singled out. Being singled out (and thus the object of ridicule, meanness is the biggest fear for my child, following early episodes in first year.) Flexibility in school systems: our secondary school has a culture of rigidity and "thats not how we do things here" eg not moving a child from one base class to another when it would like have been transformative for our child.
147. Pastoral care in school.
148. Removing homework

149. Accommodations such as reduced timetable, spaces in schools for students to safely 'recharge batteries' if feeling overwhelmed, better training for teachers on supporting students with different ways of learning, additional needs, better recognition that schools can never be 'one size fits all'.....
150. There is still a big problem with the fall out from Covid. More assessments rather than exams
151. Shorter days at school
152. Student to student support
153. Give them more choice over the subjects they study. Provide alternative courses to Junior and Leaving Cert.
154. Seno, tulsa
155. More feedback and interaction from teachers if a child is having difficulty with work or if they're not engaging
156. A safe place to talk or just go to to be in peace
157. Each child assigned a teacher to check in weekly on how they are doing. My children do not have a sense of belonging in their large school.
158. These questions assume there is a problem. I don’t believe there always is.
159. Acknowledgement of good attendance
160. Friends support
161. Better prevention , strict rules for students who are bullying other students
162. Holding children accountable who make life hard in school for other students having a zero tolerance for direct and indirect bullying children should not need to adapt to been around mean kids
163. A genuine willingness to look beyond children and their parents as broken and reframe it as what changes can be made to the school environment to make attendance easier
164. Alot of children are growing up in unsavory family dynamics, although on paoer their parent may have the money for uniforms school coat, lunches etc it doesn't malean it gets to the child when needed. If you have a school with a strict policy for eg on school coats then that child doesn't have a coat if they don't have a uniformed one. Hunger, family break ups, etc all adds to MH issues for students
165. Transport to and from school
166. Na
167. Teacher training made compulsory for ASD
168. Unsure
169. Continuous assessments and less homework
170. Having later start time at least for 5th and 6th year.
171. Buddy system
172. Buddy programme?
173. Counselling offered. Easier access to ASD/Mental health diagnostics and supports
174. Supports to feel included especially the LGBTQ member students

175. Friends and councillors
176. No
177. Regular check ins
178. No
179. Tell the teachers to stop discouraging pupils from coming to school on certain days ie when large proportion are due to be absent
180. More availability to home tuition style learning for children who struggle in bigger groups
181. A reflection room to destress
182. No
183. Regular correspondence with parents eg notice re upcoming events
184. More sport activities, trips, workshops, events .. to make school a more interesting place to be
185. Ensuring exam years have full tuition towards end if year especially with maths and science. Study blocks so student is encouraged to come in.
186. No
187. Fines for parents who take kids out ,soooo common in my children's class ,holidays galore outside term
188. More opportunities for courses during the school day to see what suits them
189. A mentoring programme.
190. Reduced timetables more understanding of their mental health
191. To have 1 person designated to that child
192. Senior students as a mentor role
193. No
194. Assess all children especially those who have met childhood milestones in junior infants and again in 6th class or first year. Girls internalise more, they will require further review in 2nd year. Employ NEPs in every school. Why can Australia do this?????
195. Teachers teaching every clas they are timetabled to...revision classes near end of term instead of free for all..cover for teacher absence so there are no free classes. When kids know they have say 4 free classes on a day they don't want to go to school...will get more done at home
196. Greater education and awareness for school staff around difficulties that neurodivergent students face
197. Think there should be zero tolerance on aggressive behaviour even if it is masked as fun.
198. More alternatives to sport in school to take part in - clubs or societies
199. Half day, perhaps it could help break the week for a student struggling to attend
200. School chaplin
201. Checking in with parents of child is regularly absent
202. More engaging active learning, more respectful inclusive environment, learner voice in what works and doesn't, making them feel cherished and welcomed, an end to pointless punishments, trauma-informed approach.
203. Listening to the child and not presuming it is a phase or one parent is not doing enough to support the other.

204. Make it welcoming to go to,instead of making it as they are going to work
205. Schools working with Dyspraxia.ie, Autism charities, ADHD charities, etc
206. Parenting skills courses for parents as some just give into their kids too easily
207. Credits for days attended/ punctuality. More teachers as lots of free classes
208. School nurse who could deal with minor ailments or problems at school , my daughter misses a lot of days also due to heavy periods , sometimes they are not allowed out to the toilet and this makes it very stressful
209. No
210. Facilitate more lunchtime activities. Big schools can be very busy at lunchtime and this can be overwhelming. Lunchtime clubs should be funded so that it is not dependent on teachers volunteering their time.
211. External therapeutic mental health / psychology supports. Support for parents instead of blame
212. My child suffers once per month with her period, it would be beneficial if extra support could given for that. For example, allowing her to go outside for air or if she must go home early, that it is not marked as a full day absence, if that is the case.
213. Tailor based student teaching-not a one size fits all method. Peer support workshops/self development workshops regular check in with guidance counsellor throughout the school journey starting in 1st yr to set goals/achievements not just in final exam, diversity in learning subject opportunities and supports to avail both within and out of school setting.
214. Therapy in schools with a psychologist.
215. More flexibility in school and allow students go out town at lunchtime
216. Sensory breaks, reduced curriculum, an holistic approach with both school and home supporting student together
217. Less subjects less work and exam pressure
218. No
219. Sports, encourage children to be part of some sport or society in the school. Children mostly gave up on sports at the beginning of the secondary school which is crucial for their body and mental health. Schools should have gym classes, yoga, pilates...
220. Support for parents with school refusal
221. Additional supports outside of the school environment, reid focus is not about school or attendance, supports that focus on the own person and that are easy to access
222. Tusla EWO Service needs to be more efficient and ensure that they have sufficient staffing levels . Cases have been on waiting lists for over a year / year and a half .
223. No pressure on having to wear certain clothing

224. None of the above really address my daughters issues. She has now become so anxious about school that It would take a huge cultural shift to create a nurturing school environment where girls who mask and students who struggle can feel safe and welcomed and accepted. If this was created her stress would drop and she would perform better academically. And socially. She would be a happier, more well adjusted child. I have often thought if me making her attend school is actually in her best interest given the toll on her wellbeing. Teachers are very out of touch with girls masking anxiety and stress and have lost touch with the significance of their comments and approach to these often quiet well behaved kids who struggle significantly.
225. Recognising when students are being isolated and not being included. Staff need to be looking out for these situations and coming up with a way to help include these students socially. A lot of teenagers are suffering from social anxiety.
226. Rewards for good attendance, ie, canteen voucher, day trip at end of term.
227. Events / activities that are inclusive. My daughter was interested in basketball but got kicked off the school team for not being good enough. She wouldn’t try anything else after that rejection.
228. Re.above, school staff are only helpful if they receive positive message & permission from a positive & inclusive & compassion principal
229. To many children feel left out or are riddled with anxiety. A focus on the school community friendships teachers noticing quiet students instead of focusing on the confident nd high gradrrs
230. Fun after school activities in every school
231. Called in for regular non attendance, proper structure in place for Ty students
232. Peer support groups
233. Lower class numbers
234. The school have not been proactive in intercepting poor attendance and being clear on the consequences for it. We feel extremely isolated by this situation and we have a second child who now mirrors the first. We have really struggled as a family with this and have had very little support for real resolution for child 1 and absolutely none for child 2.
235. Teachers getting to know the individual student
236. Better GP services, possibly nurse instead of GP visits
237. Looking at holidays during the year and summer, this could be reviewed as due to the significant increase in the cost of holidays during official holidays/breaks can make it unaffordable to go on family holiday unless the children are taken out of school
238. FREE after school care ot study
239. Incentive program
240. A place where student could sit to compose when it is to difficult to cope.
241. Not having heavy school bags my children could walk home if it weren't for their heavy bags

242. All of the supports mentioned above are already in the school and there not helping, everyone is taught the same way not everyone learns the same way
243. Less pressure with exams/homework
244. -
245. No there all there
246. Less homework more options on subjects
247. Lay off the pressure
248. Schools are getting bigger. Alternative smaller settings with blended learning.
249. High function children with late diagnosis ASD that struggle in school currently not getting therapeutic supports as the services are so stretched...many of these kids are struggling hugely with transition to secondary ...they gap with their peers becomes a gaping chasm at this stage, puberty , covid fally out, social skills its all compounding the issue...these kids need a space to catch up for 12 to 18 months BEFORE they go to secondary school
250. stop closing the schools for in training days etc , they get enough time off to do this . taking the childs hours and days away from them
251. No homework or add half an hour onto the day to do homework in school
252. Buddy system
253. A difficult attitude from the top down to respect them treat them as young adults, both belittle them in front of peers
254. None of the above, a complaints process amd respect and zero tolerance of bullying.
255. Mental health support person
256. Awards, prizes
257. Regular talks with the child to see if their base class is suiting them
258. N/a
259. Proper individual education plan based on NCSE guidelines should be a legal requirement.
260. No
261. A positive school environment/ incentives such as age appropriate fun days
262. No
263. Parents or guardian buy in
264. Extra resources in all schools, not just for special needs children, or disadvantage areas
265.
1. Universal design of school environments - universities such as dcu, trinity etc have built in accommodations such as quiet spaces, pod sensory chairs for neurodivergent pupils who are not disabled enough to need eg sensory room but find school overwhelming 2. Teaching methods- my sons school is very didactic which he finds off putting 3. Opportunities to belong eg clubs etc to include all.
266. On site therapist, room for some quite time

267. Change of curriculum. More time given to stressful subjects. More resources into therapeutic lessons, gardening, art , movement etc.
268. everything is mentioned
269. Yes, increase physical activity during the school day, kids are not designed to sit that long. Give proper breaks, ten minutes at 11am is ridiculous, 30 mins for lunch is ok but have an afternoon break also. Lessen homework pressure - it's unfair for them to be expected to do 28 hours at school minimum and then have teachers pressure them for two three hours study or homework every single night. If we made adults do a split shift work like that, there would be uproar.
270. School support for special needs could be improved
271. Compulsory SEN training for teachers timetabled into special classes
272. I think encouraging all children to get involved in some type of activity that appeals in school encourages stronger engagement with the school environment and also building a strong sense of community and belonging for all
273. Parent classes/support for parents
274. Better help to support parents at home schools actually reading assessments that are sent in to understand our children to help support them before they hate going to school and avoid it
275. Access to ASD class
276. Supports around study skills and executive function
277. Mindfullness for all classes. All ages.
278. No
279. Supports for home learning may take pressure and anxiety off some children
280. Not that I can think of
281. No
282. Support the parents who don’t know how to deal with absenteeism
283. Continuous well being and class interactions with peer
284. A good strong principal with excellent leadership skills makes a massive difference
285. Nil
286. Probably making better friendships in the school r classroom
287. No
288. Work with the child/ family when health related absence. Not all illnesses are visible
289. Mental health supports is the main one
290. Strong anti bullying policy
291. Home school support (through teams) for students unable to attend. They can then at least keep up with their education.
292. No.
293. Insisting that parents take all devices from their students at 9pm every night
294. Reward system for good behaviour
295. More retreat days for these kids, perhaps an afternoon every month where they have fun, do different things instead of school work

296. No
297. Im nit sure what a school completion programme is.
298. Incentives for attending
299. No
300. No
301. No
302. Mo
303. A hot lunch would be a great thing to have
304. Study skills and help with social skills
305. More dyslexia supports. There isn't even an option to have a dyslexia font in their state exams.
306. No
307. Suspension make my children feel down
308. Extra curricular activities, am dram, sports apart from mainstream GAA or Rugby or Soccer.
309. Class bonding activities
310. No
311. No homework
312. Online classes
313. Buddy system
314. Financial initiatives for students similar to the training centres
315. Improve the quality of teaching
316. I think there should be consequences for poor attendance unless there is a serious issue impacting attendance. Otherwise how will our children cope when they leave school.
317. No
318. Understanding by teachers that each student needs are different
319. Not that I am aware of.
320. Creating a competitive spirit in students regarding their grades
321. Wide range of extracurricular activities available in the school.
322. No
323. Understanding the students home school environment and not to be picking on singling out students inclass this is bulling behaviour from the teachers
324. More focus on people's personal strengths and opportunities to develop these
325. Reduce number of unnecessary classes
326. No
327. no.
328. Somewhere to go in school if the need to take a break out of class if they're overwhelmed
329. Parents should be the first child's support
330. Address the problem of drugs and dealing drugs in post primary schools
331. Incentives are good to give them something to get excited about. It's not just exams. Fun activities and trips.

332. That the teacher is fair and respectful to the children. That bullying is taken seriously and that the bullied child is supported and the bully removed. That the teacher does not shout and screaming at the children. There are good and bad teachers. The bad teachers should not be protected to the detriment of any child's education.
333. Greater flexibility timetables
334. No
335. Alternative programme
336. Maybe reconsider junior cert and leaving cert .... too much pressure on kids already in secondary school
337. Fewer exams and more choices in activities rather than forced ones. Emphasis on kindness and empathy and maybe having a way students can talk to a teacher they feel safe with about their concerns
338. In class program
339. Room designated for students to spend time in or complete school work - not a Sensory Room - away from busy corridors, in a quieter part of school that Canberra accessed through a different entry/exit than main door
340. Less/no homework. Family life now is very different to years ago and there's very little time to do homework with activities, helping to care for family members etc. If homework hasn't been done there is temptation to just not go in to avoid detention/trouble.
341. A better restaurant facility with good healthy choices, lunches always cause a lot of stress in the mornings.
342. Educating students about mental health issues, mobile phone addiction and bad sleep hygiene
343. Student Council Representative
344. None I can think of
345. More engagement from teachers. Too many times my son comes home saying today was a waste of time at school.
346. Implementing accommodations and recommendations listed in diagnostic reports
347. Phycologist on site would be great easy to access and would remove need for taking child out of school for appointments
348. Mo
349. Making teaching more fun and playful
350. responsive support services - responding in a timely fashion. Long waiting lists for CAMHS
351. Inclusivity
352. General awareness of every day life stressors. Awareness of anxiety etc.
353. N/A
354. No
355. No
356. Multidisciplinary approach to support child and parent
357. Buddy system.....
358. Peer to peer support. Plenty of extra curricular activities for all levels
359. SLT, OT, more help for the teachers more support for the school.

360. Reward system
361. Raising awareness about the importance of having a profession.
362. A complete change in mentality and attitudes in the school environment. Not, I'm big, you're small; more equality and respect; lets work together. Maybe it sounds wishy washy but it requires adults to challenge their mindset and why they demand such authority in the first place. Could there be another way? Maybe more children would be able to attend who want to attend. For those who don't, I don't think anything will change that unfortunately. Focus on the ones who can't to go to school but want to
363. Awards system that is fair for all students
364. A safe space for children with normal intelligence and sensory difficulties when things become too much. A dedicated available person to approach if in difficulty. Trying for all employees on inclusive practices not just Sen staff, a continuum of the provision of education when the child is medically certified as unable to attend. I understand that the provision of education cannot be provided to every absent student but my son was medically certified as needing to be absent and felt too far behind to feel comfortable returning, it was a real barrier to the resumption of full attendance. A return to school plan agreed with the child and overseen by one go to person, not a different staff member with each correspondence. A removal and replacement of the term "school refuser". It is derogatory towards the student, presumptive of the cause and highly insulting to children who are trying their hardest to pursue their education. There should have been trained counselors placed in all schools for a period post covid. It was difficult for most but detrimental to neurodivergent children especially mainstream children with aspergers who do not have the support of a unit, small class, trained staff etc
365. Sensory issues being addressed in school environment and class planning
366. There is very little on the previous list that would help unless they are trained. Most of these people have no understanding of school avoidance and just saymake her come to school, take the phone off her etc. We need smaller educational settings with trained staff that don’t just kick in at 15 years
367. Option for work to be completed at via online portal if student is missing a lot of days due to mental health and or illness
368. Honestly beginning to feel like most kids are struggling in crowded mainstream. Smaller units similar to ASD units concept that are less intimidating and where kids can learn and be supported when needed
369. Smaller work groups.
370. More online learning supports. Been able to do work from home if they missed school or pre recorded class. l.
371. OT support. Better awareness of neurodivergence and impact on school attendance. Awareness that school absenteeism is NOT related to parents or teen not valuing school, it is more complex and they cannot attend (rather than won’t attend)

372. Multi agency support. Tusla should he helping child to attend not pushing blame on parents and threatening court
373. Group tours & activities.
374. No
375. Teachers put up homework every class on school platform. MORE SNAS. School I'd students & work WITH parents. Both on same side. Want kids educated.
376. The list in the previous question is not clear. For example, 'principal' is not sufficiently detailed. The attitude of the principal to issues such as school-related anxiety is enormously important in creating a suitable school environment and in determining the attitudes of staff to children's anxiety in school. Other supports which should exist are a fit-for-purpose home tuition scheme (currently unworkable) and a national online option such as IScoil, but which would be available to far more students and which students could access during periods of non-attendance. The fear of having fallen behind with coursework is an additional barrier to returning for anxious students
377. No
378. no
379. Courses for parents or extra free grinds classes
380. No
381. School Counselling
382. School counsellor in schools and more iscoil hubs
383. Being in base class with a friend they like regular check ins from a supportive staff member & a trusting relationship built
384. Access to quieter areas in the school when needed
385. Better medical care in Ireland
386. A community Multi D team including OT and Psychology who could be shared between schools. Teachers lack training and are too busy. Guidance counsellors are also in the classroom and are over stretched . Get rid of superschools . They are too big or at least divide them in to Junior and Senior schools
387. Nurture room and more sensory areas with support staff
388. No
389. More support, option to work from home some days
390. More support for mental health and children who are neurodivergent. School is not set up for the children of today
391. Much better focus for school to embrace helping with sensory overload
392. If there is a teacher who has a good rapport with the child, that teacher should be assigned to gentle engagement, checking in, passing on work and news about the school. On return to school, this teacher could chileck in to say hello and see if the child has everything they need. One good adult is all it may take. Just to note that our family personally does not require financial assistance but it absolutely should be available for children who need it.
393. We need to look at the environment and make sure there are areas within the school that neurodivergent kids can have quite and a break, besides a sensory room

394. Pizza huts.. Slice of pizza at lunch time
395. Staff training on neurodivergence, special class settings for those struggling to engage, focus on wellbeing first, academics only when ready, teaching skills to self regulate, in-school clinician support, links with agencies, CAMHs support
396. Better learning, better subjects I can only speak for secondary so what about introducing driving lessons and a class all around driving, household budgets, money and bills, communication skills as a lot of our teens can't communicate because of phones, drop needless subjects from the curriculum or make them optional. Teach them real life scenarios not about rocks and erosion etc things the feedback I get from my kids what good is that. A completer overhaul is needed for kids to want to be there and enjoy the environment. School attendance and refusal is going to be a huge issue over the next few years
397. A safe space where a child needs a short rest break, not to be paraded around the school, and not the autism unit if they don't have autismit if they only need. Rest break.
398. To maybe has more hands on classes not in classroom sitting learning but out about learning how to actually live in this world we have created
399. No
400. I think checking in with students might be helpful instead of waiting for them to ask for help
401. Budy system with older children, check in weekly
402. No
403. -----
404. Someone safe to talk to when they are having difficulty with a teacher that can discuss the issue knowing it is not going to be discussed directly with that teacher to help the child decide if it's their behavior or the teacher is the issue
405. Remote lessons so if they can't make it in that there is a live feed to the class
406. Homeschool through mainstream
407. N/A
408. N/a
409. Have teachers to. Rely on thay they will. Show up. For class and that they will. Teach. The children not just leave them play on there phone!
410. Parents should be in first place, because we know our child the best
411. Check & Connect programme - one specific teacher the student likes meets with them one to one weekly to check in
412. None
413. More school counselling, one school counsellor in a large school does not have the time to appropriately support students.
414. The teachers need regulation on attendance and how they are teaching their class. If a students teachers are often absent they won't bother going to class. If the teacher is not engaging with the class they won't bother showing up
415. Award system that our school has in BVC.

416. Not to my knowledge
417. No
418. Mental health supports in the community. Camhs are a joke and so hard to access unless you are suicidal.
419. Support groups within school.
420. Career guidance
421. Work from home if unable to attend in person
422. Increased support for their mental health and good communication between both the service and school
423. Teachers teaching properly, not just making them memorise things for exams; stop putting pressure for the to study more time at home (they already spend enough time in school) as this generates unnecessary anxiety; stop putting pressure on them about exams (life is more than exams and grades!)
424. Teachers present to give the classes. My suspicion is that teachers have so much extra work to do that's not frontline in the classroom it's effecting the students learning.
425. I feel more parents need to understand the importance of sending your child to school especially when they are anxious
426. Education for parents on the importance of children attending school and also coaching for teachers on being supportive and encouraging in class . It's not all just about teaching a subjects, it's an ability to teach in a positive way that kids enjoy and don't feel judged or feeling like they are not liked by a teacher.
427. Change the education system, not everyone is the same, every child learns differently, teachers need to be taught more about nurodiverce children and teens, get rid of home homework and junior cert and leaving cert grade teens on classwork and practical projects, teach children what they actually need to learn. How to pay bills, interview techniques, how to drive. Basic every day living skills that they will need in adult life
428. Incentives to attend regularly. . Eg trips away etc rewards
429. No
430. Not that I am aware
431. Monitor teachers more so they all behave the same with children who do not attend
432. Outside agencies. Support from school and outside
433. Maybe a rewards program for all even if they've missed a few days.
434. Nurture room, safe spaces for children who are experiencing difficulties
435. No
436. Social Activities group
437. School activities help as students should be able to find some activity they have an interest in. Helps them find like minded peers, feel part of something
438. A class where they could just go and have time to talk to each other, just spending more time with the friends at school
439. Again question 8 doesn't feel relevant to us. It's the parents to support their children to go to school

440. Some more out doors learning gardening and making and helping with stuff to as in learning outside of class room to
441. Children attendance at school is led and influenced by parents and the home environment. Support for less functional families would help children in terms of their education.
442. Have clubs and interest groups that aren't all sports related perhaps
443. Exams based on practical assessment
444. Better facilities at school , heating etc
445. Parents association
446. Include mental health issues in the school curriculum so kids know it's normal and not just them.
447. How parents can support their children with their concerns
448. Intermediary outside principal and teacher when a child is being reprimanded so child feels is heard.
449. More bicycle racks located in a safe area of the school premises
450. No
451. Building friendships so activities that encourage students to interact Rewards incentives such as trips in school treats eg ice-cream van
452. Courses leading to apprenticeships
453. A school that actually properly tackles bullying and gets to the real reason why I child won't attend instead of penalising them.
454. To be able to attend online/ blended learning
455. Reduce class length times
456. None
457. Engaging with parents to explain the importance if schooling
458. Make more friends
459. No
460. Identifying students at risk and supporting them before they start to struggle to attend
461. ASD unit
462. Introducing teen friendly rewards mid week to keep them engaged .
463. It should be a targeted support for those who actually need it. Some children are actually gaining more by not being at school for example travelling or visiting family. Those should not be penalised.
464. Support and education for parents
465. A adult mentor or peer ‘buddy’ to engage with regularly which combats isolation and anxiety.
466. Less emphasis on exams, test results, pressure to achieve.
467. Having a mentor or sponsor like an older student who would take a child under their wing. I think girls in particular have a very hard time comparing themselves to others. My daughter feels like she just doesn't fit in and that everyone else has a large peer group but she doesn't. She puts an inordinate amount of pressure on herself. I did email the school and they gave me a contact for the guidance counsellor. But she was having none of it and point blank refused to talk to someone. It would be great if there were organised sessions of small groups where girls could share their experiences without feeling like they were being singled out for support.

468. Parenting support, scripts/routines that might help set the child and parent for success
469. An option to spend some days at home to follow the curriculum and support in this area
470. Yes a mentoring system in school and do a check and connect weekly or fortnightly in school, a Counsellor/psychologist available in school 2 days a week depending on size and needs of the school during term time; guest speakers/organisations doing workshops in schools for a 4 - 6 week session
471. Children of divorce understanding supports
472. Regular activities
473. The demerit system in schools needs to be reviewed. Points given for extremely minor issues, this is very unmotivating for kids
474. Getting to school together groups - bike trains, early morning interventions - breakfast club, swim club, gym facility access
475. Educational Psychologist
476. Maybe having a peer committee, if a student is struggling with a certain teacher it makes going to that class difficult. Going to another teacher about that problem is useless as they defend their colleague. Make an option where a student can feel safe and heard talking out
477. Movement breaks
478. No
479. Online supports ,school one day or afternoon regularly a week from online at home /hybrid
480. Making it mandatory to see a school guidance counselor
481. Teachers employed full time show more personal interest in classes, many teachers out with sport events, tours especially last term. Not enough permanent teachers, lots of teachers changes each year
482. Team building exècises to introduce students to each other in 1st year
483. Shorter school day is too long to expect students to concentrate
484. N/a
485. School support in the subjects children have difficulty studying. There is lack of support yet expectations are high for the students to perform well.
486. Talk to them given chance to speak up...also treat equally...as some teachers will be more complimentary to different students..
487. Scaled Reward system for full attendance, nearly full attendance etc
488. Parental support
489. There is a lot of stress and anxiety immediately upon entering secondary school with the emphasis on JC and LC exams. The children feel less supported and cared about by the teachers and staff.

Q11. If "other", please tell us who?

1. Outside disability services
2. experts in neurodiversity - all staff, guidance counsellors and psychologists
3. Counselling
4. Mental health support, Speech and language therspist, Occupational health
5. Employer, other advocate, GP
6. Specially trained on site mental health counsellor
7. school liasion officer
8. School in general need to be more accepted of students mental health
9. Dr
10. Past pupils who used to refuse to go to school and now have a better understanding of how they felt when they were at school
11. Everyone-it takes a village to raise a child
12. SNA/support staff by the kids having adequate supports for their needs-listen to parents they know whats needed usually
13. Guardians
14. Psychiatrist
15. Dedicated go to person in the school who the child gets on with.
16. Early therapies and intervention. Example camhs or aon. The wait times are too long
17. Youth worker
18. Dept of Ed
19. Coach from training group
20. Media.
21. External professionals eg psychologist or OT
22. Role models in their lives - trusted adults
23. Government
24. Counsellors
25. Play therapist
26. Peers
27. Mental health councellors
28. Teachers and in particular one significant person in the school can have a huge influence on a young person going to school. A youth support worker should be working within all secondary schools, not just in DEIS schools or those with school completion programmes
29. Department of Education
30. The school community being inclusive (in the proper sense of the word)
31. Support services
32. Specific teachers with whom they are comfortable talking to
33. All the support in the world can't help if the environment remains overwhelming or even toxic.

34. The department of Education Needs to look at a more tailored approach when it comes to neurodivergent children. Just saying that they have opened autism/special classes in a school is not enough. Often the school can't get staff that have the specific training and education to work with neurodivergent students.
35. Staff that understand all children are different and show that they actually care!!
36. I have had everyone and anyone to help.
37. Big brother/sister programs
38. Social care workers / social worker , mental heath services ie lucena/calms
39. Teachers and check in with students who are missing school regularly.
40. Alternate schooling system such as online classes
41. Community/ school schemes to acknowledge God attendance
42. Year heads
43. School could possibly have a reward system at the end of each month.
44. Maybe some therapy that is free without waiting lists takes too long st even online to start with 0
45. A teacher that the child likes and can engage with
46. Helan Mc Entee, NEPS, NCSE. Major changes needed in the current educational system to accomodate the growing numbers of Neurodivergent students forcing into environments not able to meet their needs and little desire to.
47. Look we have a strong family unit with lots of support but it never helped them
48. HSE teams eg CDNT, NEPS, mental health service, EWO
49. Coaches , mentors from sports or other activities
50. Warm welcoming key teacher who holds them in universal positive regard.
51. undrrstanding stafff
52. Youth workers offer great supports to young people in communities who struggle to get to school
53. A youth advocate
54. If the young person finds the school environment stressful then none of the above will help with attemdance
55. School psychologists
56. The noise of school is the issue so nobody else can support my child
57. youth leader
58. Therapists attended by child.
59. GP Counsellor
60. Its insulting to suggest parents and by extension other family members havent thought of those things..if another person gives the roscommon school refusal pack to me i will hit them with it
61. Teachers saying they missed them perhaps
62. Educate parents on how important attendance
63. Therapy

64. No amount of support and encouragement can make a child's attendance better if they are miserable in school. It's the system and the environment that needs to change.
65. Mental health specialist
66. Teachers
67. As parents who both work, we try to align or working from home days so that one of us is always home to do the school run so that we aren't relying on them to get up on time and get the bus, on days where both need to go to the office one delays going in to do the drop off but we find we are fighting a loosing battle as school don't step in to try to encourage kids to attend more.
68. Relevant government departments, school boards and management
69. Teachers and staff
70. Counseling
71. Psychologist
72. Sport coaches
73. God parents
74. Counselling services
75. Influencers
76. Teachers
77. School friends parents
78. Teachers
79. State = fines
80. Teacher
81. SLT's, OT's & psychologists. Jigsaw, PEERS.
82. Peers
83. Mental health professionals e.g. psychologist
84. Teachers & school faculty
85. The school staff teachers etc
86. Jigsaw
87. School mentors
88. Peer support. Train other learners to support them.
89. Close friend or relative
90. Extended family and friends of parents, Scouting, Sports clubs, Church community, neighbours
91. More support staff at school, Councillors , nurse , better support network, older peers ?
92. Family Support worker
93. Teacher and a support group in school. To help with stress and anxiety. But it's with students and teachers helping together to understand the needs of each individual.
94. Culture shift needed. Social media influencer
95. Aunts and uncles
96. School
97. Youth worker
98. Education/awareness among teachers
99. Staff

100. Inclusive and broad range of extra curricular activities
101. Mental health professionals
102. Family doctor
103. Other family members
104. Teachers
105. A Student Attendance community a safe space where they can talk about any issues they might be having
106. More speakers from, sports,travelling community,social media bloggers I.e Rory stories etc young people relate to these king of people who have had similar experiences
107. The school
108. Teachers
109. peers
110. team initiatives - sports/choir etc
111. School
112. In my case my child wants to go to school but finds it overwhelming- the school environment needs to change
113. I wish I knew but family and friends dont always understand these struggles and parents may feel shame and judgement from those close to them
114. Family friend, babysitter, someone they look up to
115. School staff treating my kids with respect snd protecting them from bullying and including them.
116. Home school liaison person
117. Church
118. Neps and CB counsellors etc
119. Confidante, someone they trust
120. Teachers themselves. They need to relieve the pressure on kids. They need to understand that if they give homework possibly give other subjects have given homework too.
121. Speech & Language, Occupational Therapists services SEN students have barely had for last 11 years.
122. ASD trained staff
123. School pricible year head teachers
124. Teacher
125. Teachers who provide an interesting atmosphere
126. No
127. People in a job or industry that the child might have an interest in persuing.
128. Friends
129. Trusted Person
130. God parent
131. Community members should advocate about benefits of compelting school programmers.
132. Teachers
133. School support staff
134. Wider family network, cousins and aunts and uncles encourage

135. Government have failed children with special needs. If a place is not available for children with additional needs in their locality that is on the government.
136. Mental health specialists
137. A buddy system where they are paired with a student from t y and they could have time to meet with their buddy on a regular basis
138. Cousins who have experienced similar but have overcome it and made progress (also past graduates of the schoo)l
139. All of the above
140. Sports coaches
141. Sports coaches.
142. Teachers
143. Older kids they might look up to,gaa player,the lead in the musical someone they can relate to
144. Obviously everyone invested in a child's life is trying their very best to encourage them to further their education. This question actually seems quite patronising when dealing with parents who desperately want their child in school but have exhausted all avenues and the children who want to have a good future. The question about what age children must attend school is surely aimed at the demographic of parents who won't be aware of this survey let alone complete it. We are extremely aware of the obligation to educate our children. Not intending to be rude, but I hope you can appreciate how frustrating this is for parents in this horrible situation.
145. Services such as Camhs etc
146. School system and department of education with supports not sanctions
147. These people don’t understand the reason. It’s like asking would there people help adults go to work if they suffer from Anxiety and depression. Most kids want to be able to go to school and want to achieve educationally and want to be the same as their peers. It’s not won’t but can’t (for different reasons) Until professionals understand this and deal with the reasons and provide alternatives we will continue damaging our school avoiding kids by forcing them like square pegs into round holes.
148. NEPS and CDNT supports need to be wrapped around kids and schools to a much greater extent - so many parents aren’t aware of possible struggles their kids are encountering! Assessments should be available for all so each child has a better understanding of themselves and their abilities
149. Counsellors/ support for mental health. OT for sensory audits of schools
150. Occupational therapists, psychologists. Schools should be given supports and facilities to cater to students with anxiety and neurodiversity. A one size fits all approach is not working
151. Home tuition. Parents teaching kids at home get paid.

152. Parents of children who experience difficulties with school attendance are already doing the absolute maximum possible to help them to return, as are other family members. The Department of Education must provide much better supports and options for these children. The Educational Act urgently needs to be updated in order to remove references to parents being guilty of an offense if their children do not attend school. Also Educational Welfare Officers should be prevented from using this Act to threaten parents with prosecution due to their child's inability to attend school. This was the case in our situation. I submitted a complaint to Tusla re same and am being kept updated on apparent attempts to implement recommendations around this issue.
153. All teachers having an acceptance of the child’s needs
154. I cannot see how any of these people could affect my child's attendance. What do you mean by this type of support
155. HSE/doctors
156. Multi D team including OT.
157. Mental health supports
158. Someone from the school
159. Clubs, sports trainers etc. If a child is struggling with attendance, other trusted adults could be engaged with to help support them.
160. Team supporting kid such as counsellor, psychologist, GP
161. Specially trained staff, knowledgeable around neurodivergence
162. This is not a case of students being supported to attend school it’s a case of they are not engaged, they are not enjoying the subjects, they are not enjoying environment. Look at how the Sudbury schools are run from children’s likes and interests that is the only way kids flourish is from what they like. No one was programmed to sit still for all those hours each day, learn from the same script, in the same way and just conform it’s outdated times are moving the curriculum is not. I have one child I homeschool and one in school the one in school absolutely hates it, when they have days of interactive learning, or days outside she comes home in super form the normal days she comes home worn out, sad, fed up and counting the days till school closes.
163. Therapist in school. Friends need to be taught kindness and caring.
164. ----
165. The school
166. Teacher/mentor overseeing school attendance
167. Neighbours, good teacher or sna if child needs it.
168. Adults who run any clubs the child is involved in
169. Mental Health outreach worker
170. An be attendance officer to call at home
171. Teachers they have a huge influence on the kids one good (or bad) comment can mean the world of difference
172. jigsaw

173. Teachers allowing kids to ask questions in class instead of telling them "they should know it". Its very common and something I've heard regularly from kids saying they started out liking a subject but teacher makes them feel stupid. They then think what's the point
174. The health system, doctors, consultants, etc
175. Teachers need to learn about each individual child and there needs.
176. No
177. Access to therapy
178. Outside agencies
179. N/A
180. Teachers, constantly telling them how important attendance is
181. Grand parents
182. Professional support for parents and families where non attendance is an issue
183. Mentors
184. Career advisor if they can see a clear path for what they can do have a goal to achieve and why s
185. The school actually tackling bullying issues instead of using DARVO techniques to stonewall students and parents
186. Councillors, psychotherapists other professionals
187. Other older students such as prefects, ambassadors, mentors etc.
188. If the student had a mentor in school or a staff member in the school to do a 'Check and Connect' weekly during term time
189. Other trusted teacher
190. Education programs on media to support school attendance
191. One to one teacher supports
192. Teachers could show the support with the subject that are difficult. should show empathy and compassion where students have difficulty learning and offer additional study support
193. Teachers..good relationship...letting them know they could talk
194. school runs like school bus
195. NA

Q17. Is there anything else you would like to tell us about school attendance?

1.THERE IS TOO MANY FREE CLASSES WITH TEACHER DOING EXTRA CIRCULLAR STUFF
2.Covid is a huge culprit in all things attendance - attendance isn't that important anymore we were told. So there you go, try and back pedal now, not a hope.
3.Yes, from Covid the kids missed out on 2years of learning.. this was never really taken into account for where and how they are today.. it’s been mentioned and said but nothing actually done to help this.. the kids are just expected to cram it all in alongside current learning..
4.My son suffers with winter ailments such as coughs and colds and refuses to go to school with a cough due to hang ups from covid days meaning he has missed over 20 days of school which triggered the report to the various authorities causing us even more anxiety despite all his absences being recorded and approved.
5.The school system is broken, it caters for one type of academic student.
6.Children should not attend school if unwell. Schools should stop praising perfect attendance as it adds stress when unwell
7.20 days missed is too much before intervention - reduce this number
8.School structure needs to change.Not suitable for children with ADHD dyslexia.Needs to be more visual learning apprentice type study.
9. Every post primary school should have an alternative leaving cert like applied lc for children that struggle academically, they are left to the side alot when they are not neurotypical
10. Covid made kids think it was OK to stay at home. If school were a more engaging place to be and more inclusive to all, then it would encourage kids to attend better.
11. Having a warm welcoming environment without fear is very important
12. If school was a more welcoming caring environment it would not be so stressful for some children. Look at the environment ask mental health professionals how the school environment could be made more welcoming.
13. I think parents/guardians play a key role particularly with regard to online activities during night time hours.
14. No
15. If there is a lot of absentee students the other children may feel that they are also entitled to be absent. I have been told by my child that they haven’t missed as many days as other people so in their mind that is ok. The children themselves seem to be making the rules or just don’t care as there is no real word consequences.
16. COVID has a lot to answer to especially for kids who didn't get to finish primary school and only had 1st year on line which did not suit a lot of kids to the LC year of 2025/26 need to have taken into consideration.
17. My child shool uses it as punishment, theywon't allow students to attend classes if they are in the wrong uniform or caught with phones, as a result they are sent home and marked absence.

18. I don't understand parents who take their kids out of school because it suits them to go on holidays early.
19. I feel the school should enforcement more attendance
20. School is not a healthy environment for a lot of our children. The regime is out dated in Ireland and we have not moved away from the nuns and priests ideology. School is not a one size fits all but that is the wat the department designs it. Most of the teachers are outdated in their teaching methods and are not fit for purpose.
21. There are a huge amount of free classes in school these days probably due to teacher shortages, it makes the day boring and long for students, we need more teachers and support for teaching staff
22. Bullying especially among girl groups has a huge impact on school attendance
23. My child attends school because I has her parent take responsibility to make sure she gets the best education possible for their future. I am hopeful shaping a child to take responsibility for themselves in the future if and when I am no longer here to guide them.
24. Our school has been extremely supportive and have offered lots of guidance
25. Lack of contact from the school or any contact to enquire what the problem is. Lack of care for the individual
26. Some children are not able to attend school physically, options for home tuition and remote learning. The Educational Welfare Officer should also play a key role. My son's primary school EWO was very supportive and linked us in with a youth worker from Foróige, who really helped my son. Unfortunately this fell away when he transitioned to secondary school last year
27. Is students miss part of a day in school due to medical appointments which are verified with note from medical personnel, they should not count towards the 20 days
28. Limit the amount of homework as kids have multiple activities and sports on when the get home which is more important then creating anxiety around the house with homework
29. Schools and dept o education need to be pro active with ensuring kids attend school
30. I often have issues with the system for monitoring attendance in my son's school. I regularly get alerts from the school telling me that my son is absent when he isn't. Invariably what has happened is that another teacher has arranged for my son to be absent from school for a day or part thereof (in order to play sport or go to an event) and my son is marked absent. I think the system for monitoring attendance should be able to manage such events (and that the teacher organising the event should be responsible for updating the system in respect of the students in their care). It should not be the responsibility of the parents to alert the school to an absence that is caused due to school activity. As a result of his involvement in a lot of sports and extra curricular activities, my son's attendance record is unlikely to be an accurate reflection of his attendance.

31. Many children are using screens until the early hours of the morning and not getting to sleep until after 1am and 2am. They are too tired to get up for school and then can't focus if they do attend. They have very poor memory and retention skills, both from lack of sleep and because their brains have not been trained to retain information. This causes huge difficulties with their learning and self-confidence. If school attendance and achievement are to be improved, there needs to be a ban on screens from an early age. Babies are being presented with screens even when they don't need to be distracted. They are not even allowed by their parents to lift their heads and look around their environment. Covid isn't even in their experience; screens have taken over.
32. Better, continuous educations for the students on bullying and the harm social media does.
33. I believe the way we educate children needs review. Society has moved on and children are no longer tolerating having to sit still in classes all day. Different children learn at different paces.
34. I think all effort is put to make sure kids gets in the "box", but little reflection about what is in the "box" that makes kids not want to go to school. I think teachers should be trainned in dealing with teens, and have positive role models of authority. I think the work load of schol work is also a big reason of children missing school
35. The school which we are associated with use constant punishment instead of trying to understand the issues. This leads to my child avoiding school to avoid punishment. My child has ADHD there is a narrative that my child is bold. My child is on medication struggles with anxiety and also has tourettes syndrome. We have had to battle everyday to keep my child in school. My child was put on reduced hours to relieve the school of my child's attendance. This has now led to my child having significantly less education to his peers and is now in Junior cert and unlikely to achieve a pass.
36. Struggle with socialisation and integration skills for many students
37. NEPS and the Senos need to revise there list of required needs to access SNA's
38. The lack of access to psychologists and occupational therapists is a massive issue. Parents and schools do their best to support children but if a child needs support from a psychologist and there is no access to one, they will have limited success in improving the child's attendance. Similarly for occupational therapists. These supports need to be available immediately for children when they need them regardless of if they are having attendance issues. Without these supports attendance issues will arise or get worse if they alread exist. Waiting times of over 2 and a half years to see an OT with the HSE are not acceptable. Supports like psychologists and OT need to be readily available to all children with the HSE. Parents are forced to pay for these services privately to try to help their children which can put huge financial pressure on parents and perpetuates a two tier system that penalises those who are already disadvantaged.
39. Have 1 out of 3 children who cannot attend school due to anxiety

40. Libraries should be available for students to do things at school if teachers are out or the whole school is going to a sporting event the child isn't interested in
41. No
42. Anxiety and bullying are linked. Learning difficulties need more understanding from ALL teachers. The ignorance around dyslexia is unbelievable in this day and age
43. My child is 15 and is still unable to express why she doesn't like being in school. She doesn't understand herself how it makes her feel. She is on anxiety medication because been at school makes her feel physically sick. I would like if someone could help the children and parents understand how they are feeling. I wish past school refusers, who have come out the other side, would help them understand.
44. Not everything is black and white. I want my child to go to school. My child is Autistic but she still does not want to attend school.
45. Inclusive schools need to be actually looking after the childs wellbeing not putting school policy before the childs needs. A child will do well when they feel supported-this can be the simplest thing like for our child it was 10mins with the SNA in a quiet area to regulate her in the mornings. Then she could learn and not feel overwhelmed. But the school took that away so we had to change schools to get her that support and she is improving as she feels cared for and not a problem as the last school made her feel.
46. Bulling among class not understanding neurodiverse struggling with peers
47. My daughter has no secondary education. Everything that has been put in place has been paid for privately. There needs to be online options and more access to other pathways in particular level 4 options.
48. It's a very lonely place for parents and children who are dealing with this issue. When a school doesn't have supports it makes the situation a lot worse.
49. I feel there's not enough support for parents or students. They shouldn't have a one size fits all approach. Schools are very outdated and need to catch up with the modern day and struggles for individual students.
50. No parent I know wants their child to be at home. From my experience your life is on hold, you are not making plans on days off as the priority is always school. It takes up everything. I have 3 daughters all bright up the same way. Two receiving awards for attendance so I disagree with blaming parents & thinking that we are just not bothered. I would like nothing more than to see my daughter happily attend school.
51. Really annoyed hearing report on radio this morning as though this is down to parents. No mention of recommendations coming from school in line with advice from dept of education about not attending if feeling poorly

52. I have not had a significant issues with any of my children attending school, fortunately. However, one of my children is often not keen on going to school, which is challenging. However, trying to rank reasons for attendance / non-attendance is a slightly pointless question as it is entirely dependent on the individual. As it was a mandatory question, I just answered as best I could, but I really wouldn't have a strong view on this - it is entirely dependent on the individual student.
53. If neurodivergent kids were getting supports through Healthcare (assessment, Mental health, OT) and there was an education system that wasn't one size fits all then more could attend regularly
54. It is easy to hit 20 days absence for genuine reasons, we had 2 family deaths this year & child genuinely ill, but being sent to school I'll because of days out
55. School are not designed to meet the need of neuro divergent kids
56. My child has asd meltdown days cause exhausted child and can take few hours day to recover from. Same. Changes in school days end of year all are stressful. These need to be taken in to account
57. Children need more life lessons things that are needed on the real world make learning a little easier on those that might not be overly academic
58. schools getting parents to sign kids out puts huge pressure on parents
59. There is some dreadful advice given to parents about trying to get their children into school such as taking away all home comforts if they cannot go in due to anxiety, etc. This does not work. Our child does not go into school because she can't not won't. We are tired of hearing 'experts' giving advice and blaming children. Mental health services need funding in order to help children get back to school. CAMHS, CNDT and PCCC are all underfunded and understaffed so cannot cope with the numbers of children being referred. We are very lucky as our daughter's school works with us. The government cannot keep putting pressure on schools and parents.
60. Even the best student can really struggle. The transition from primary to secondary is not enough supported more transition excerises should be engaged with in last quarter of 6th class.
61. School is too rigid and outdated for modern society. Teenagers are not allowed to disagree with teachers, not allowed bodily autonomy (begging to use toilets which are frequently locked) and treated like criminals. Some can cope with this environment and accept it as 'just the way it is, but others can not cope in such am environment and become extremely anxious.
62. There is no mention of the high rates of neurodivergence among student who have difficulty attending school. This is a key factor. This is not truancy. Attendance is not the key factor. Ability to engage when in school is. Purely increasing attendance is not the solution
63. Covid 19 had a huge effect on children's social skills and children and more so teenagers need to be supported more in this area
64. If their friend is not at school that it makes their attendance harder as suffers from social anxiety
65. My child is very intelligent and wants to get high grades but just hates the school environment.

66. My son has autism and struggles to adapt at school. TY year is difficult. Parents should be educated about the structure of TY before applications are made.
67. No coordination between agencies
68. More training of staff on Neurodivergent support would help a lot
69. School transport is a huge concern especially for working parents living in Rural Ireland. Supply doesn’t scratch the surface of demand
70. Attendance shouldn't be the only measure of success. Even with everyone's best intentions our system is not neurodiverse affirming or properly informed
71. My daughter has a big fear of germs kids coughing and sneezing in the class room with assigned sitting arrangements doesn't help thus is since covid and they day feels very long for her she DOES NOT have ASD or any educational difficulties
72. More staff and resources are needed to deal with the mental health of the students who are missing days. For a lot of them it is not a choice to nt attend. They are not able to due to panic attacks, severe overwhelm etc. More supports in the health system and elsewhere where these teens can be supported
73. Children encouraged not to attend with cough sneeze or any symptoms
74. There are many reasons children don't or can't attend school. If the government's answer is to put more pressure on children and their parents to attend an environment where they don't feel safe the problem will only get worse. They need more alternatives to the traditional school setting which only works for a small percentage of children.
75. Schools are not being supported and resources adequately. Parents are also severely under resourced and supported from the health service perspective. Youth work is a fundamental factor in turning young peoples participation and attendance rates around. They have the capacity to step in when parents cannot and be that significant other.
76. Generally parents and children are trying their best to attend school. Children want to succeed in school and life.
77. The entire "school refusal" nomenclature is ableist and shaming. It needs to be dumped in favour of a student-centered, caring approach that recognizes the myriad reasons why schools is not always a good fit for many.
78. I think parents are more likely to allow a student to stay at home due to a mental health issue in more recent years. Sometimes they need a bit of headspace if stressed. I have allowed my child to take a stress relieving day as I think it’s as important to rest if stressed as if they had a bad headcold. However, this is only allowed rarely, so it doesn’t become an easy cop out
79. Constant overwhelm, jeering, slagging off, feeling excluded, all affects mental health, why would you continously pressure a child to endure this day after day, everyone needs a day off for support and reset!
80. It needs to be adapted and take into account stufent/family issues eg chronic health issues. Too much focus on attendance and not enough support for students holistic well being

81. I think that it is not good enough to put guilt, shame and pressure on parents to force their children to attend school when they are clearly deeply unhappy and traumatised by the school environment. Our daughters mental health will always be prioritised over their school attendance. I feel that focusing on the rates of school absence is to try and to move the focus off the responsibilities that the government have to make sure that school is a safe place for each individual child.
82. My child has missed 122 days this year. No support
83. As I've stated above, children need to feel like the school and ALL its staff actually care about them! The current school model of huge schools is not suitable for any child who has any sort of mental struggles.
84. The last 3 years of education has been a living hell for us. The education system does not work for all children. We need to change our approach to education, The secondary school system is set up for academic results the higher the better. Children to not learn for knowledge, they are thought to achieve results and score high in exams. The past 6 months my daughter's school classes have been regurgitating previous exam papers.
85. Teachers to work with licensed psychologists, to know better and to do better. My daughter's principal pulled her/she was 16 tven/early in the morning to say good morning. She has anxiety and that was so inappropriate behaviour.
86. It can be really difficult to get a child to go if school is a source of stress. There can be alot of pressure put on children at school to behave, complete work, exams etc. I think a more holistic approach is needed with more focus on mental health and wellbeing. The pressure to keep absenteeism under 20 days is also difficult. My son has a medical condition and autism that means he may miss more days than an average child.
87. Parents are facing uncharted territory. Kids are being diagnosed with extreme anxiety and crippling panic attacks at an enormous rate. Don't blame the parents. You have no idea what we're going through
88. A lot of children have had huge impact on there education since Covid moreover parents views attitudes abd approach has also changed since Covid , social media also I feel plays a big part with children listening to other children refusing to go , parent need education how to handle this raising problem of school refusal , personal my son autistic just completing 1 year this year was hugely challenging as parents we work so hard to get him into school but the school seem to let him fall through the net and offered him very little real support, he refused to take place in ASD unit due not been structure very well at all and he mainstream which cause him huge anxiety which we as parents had to seek help from luenca mental health services for medication, school staff need to be brought more up to date and trained in neurodiverse g
89. My daughter had a late diagnosis of ADHD. She has anxiety that has affected her school attendance. There hasn't been much input/support from school about her bad attendance
90. Need more mental health assistance
91. School should be a play kids feel safe and want to go.

92. My son is more anxious going to school having missed a day due to his anxiety
93. Please review the whole Irish school system it’s not fit for purpose For example online schooling should be an option part time schooling
94. Illness is looked at more seriously since COVID plus there is definitely more anxiety amongst children
95. More attention should be given to the TY programs delivered across schools. Set times for students to attend language schools, work experience, and an interesting and meaningful academic program could help.
96. My son really wants to go to school. He just cant
97. Schools need to pay more attention to what friend groups worst at attending, there needs to be consequences and follow ups
98. It encourages the younger siblings to fight for days off if older siblings take days off, so it starts even younger for them.
99. It has been v stress full an dissapointing for my teen to not feel happy in school as she was really looking forward to the fresh start an is a bright intrested learner ,the social side waiting outside class rooms ,uniform not feeling good in it esp when feeling lonely an feeling isolated even when with a group dreading the long day with anxiety about fitting in thanks . h
100. Kids are slipping through the cracks teachers leave those needing more behind and get on with those not needing extra and all the while these kids leave school and land up relying on government money - because no one ever believed in them, no one ever reached them, no one ever say anything other than nuisance because they required alternatives - create more youth reaches! Create neuro divergent schools - bring in more online schooling - the world has evolved and yet our school system is still run like it was 50 years ago
101. My son hasn't been in school since September
102. https://journals.sagepub.com/doi/full/10.1177/27546330251327056 Look towards the studies on this subject from the Uk in the last few years. Its plain to see, the issue is the system not the child or their school, or their parents....That the tone of this survey is actually quite disheartening and deaf to the real difficulties that are contributing to poor school attendance.
103. Can't pinpoint the reason but massive anxiety around school
104. Kids get stuck at school regularly and often need 3,4,5 days to recover enough to return. I had children with a nasty flu this year that missed 2 full weeks. Allowances need to be made for this type of thing
105. I feel that kids need motivational class with resilience training not doss subjects like sphe. Also mu daughters school still allows phones which is s major major issue. Schools dong explain or help neurodiverse kids organise and stay on track with weekly check ins. Should be support teachers for this . I have asked and no help.
106. School avoidance is real, anxiety around going to school is real, principal saying just get them here is very unhelpful, if it was that easy then absenteeism wouldn't be so high. Parents need help and support and not judgment.

107. A system of safe spaces and great resources are a must for schools but this needs input from HSE teams
108. Sometimes it’s too easy for students to be signed out of school during the day / for the whole day. Schools could be more proactive in identifying where students are during the day.
109. I feel as a parent of child who had 1.5 years of school refusal, it wasn’t a point she didn’t want to go she couldn’t access her school as she was as it turned out undiagnosed asd) it took a change of achool and a very slow reintroduction to the school environment through a nurture room for her to eventually be able to access and asd class and then had to move to secondary school with no stand alone asd class. We are very lucky to be matched to her personality and have the support and guidance of our sen coordinator who is like a second parent to her now . I will say on a persona level I feel it very unfair on parents with additional needs kids to have this fear over them about being reported to tusla when they try so hard to get kids in but sometimes it’s a mental health issue and a school environment is not the right place for a child at those times.
110. Better facility to study at home when feeling over whelmed
111. So much beyond the sciope of this limited survey. EBSA is a hugely complex multi factorial issue and needs ro be recognised as such and supports developed I'm every school around it. Better sen funding assessments and realising mot all children learn in the same way will start , the education system is rigid and old fashioned and not fit for purpose. We need to stop blaming kids and parents and look at rhe bigger picture
112. No
113. Teens with autism and other mental health problems that can’t cope in big classes and the school environment should have a choice to be in smaller groups to suit there needs to learn and be able to navigate going to school happier
114. Teacher's need more training in the needs of autistic students and those with adhd. Severe social anxiety and sensory issues are genuine reasons why some children and young people can't attend and there should be more alternatives for those under 16.
115. Girls should be allowed extra days to allow for heavy periods, PCOS, endometriosis etc. Which greatly affect many young girls.
116. Schools need to take a whole school school approach to support students wellbeing. Stop punishing them over school uniforms, wrong jackets it’s not a good start to a students day.
117. school attendance is important
118. Earlier intervention when things go wrong and efforts to continue education at home while working to get child back to school should be coordinated by the school in order to keep the child in touch. Currently a child need a significant amount of absence in the prev year to be approved for home tuition and 6 months out of school to qualify for iscoil. It’s too long

119. This is primarily a matter of parent responsibility.
120. Take the focus off the leaving cert.
121. It’s not just down to Covid-19. Some Neurodivergent kids find the school environment extremely stressful. Hour long classes, going to lockers, trying to remember to bring everything to class with risk of being given out to if forget an item. Constant talk of exams adding to pressure and overwhelm. Surrounded by classmates who can learn in traditional setting and neurodivergent child feels so different to everyone else in their class because they are not able to take information in. No other choice but to send child to mainstream school where forcing them into school is damaging their mental health. I personally prioritise mental wellbeing over everything so my child is currently missing out on her education. We need more options for our neurodivergent kids. We are expected to “fix” or kids or medicate them for them to achieve their education
122. The only reason why my kid is missing school is because doctors don't feel like working outside of regular 9-5 Monday- Friday. Another reason why kids skip school is family holidays which is extremely expensive in regular break time. I pay dearly for holidays because ryanair and others hype prices during any bank holiday, summer/ winter breaks.
123. For kids with anxiety issues, Irish schools are too much formal. Remove uniforms, remove religion from the school, create modern environment, remove homework and work properly at school, work better during transition to secondary to avoid bullism dynamic. Teachers work well but I have the impressions that they close an eye too often..and of course, increase ASD classes!! And remove the private patronage, schools have to be under the State and no school should be allowed to have focus on only results with no special classes..while other schools have to deal with the difficult cases..
124. For our children it has and always will be the school environment. As children with additional needs but with no option other than mainstream it is literally a traumatising environment for them to have to go into day in and day out and there seems to be very little understanding of this situation. There is literally no other option for children in this situation other than to suffer daily regardless of how a school environment makes them feel.
125. The school system needs to change. Have homework on a portal so that if someone cannot attend school then they can work at home in quietness
126. helpful and friendly feedback from school and not a 'just do it' attitude, we had to change schools.
127. Schools need to encourage wider socialisation to try and avoid so many cliques forming.
128. Understanding and support of neuro-divergent kids is terribly lacking in schools. It should form a significant part of teaching degree and mandatory training including CPD. All teachers should be focused on reducing anxiety in the classroom and conscious that shouting and threatening helps no child.
129. Long breaks during term cause huge confusion and disruption for children with special needs and the ridicously long 13 weeks of summer break means it take a long time to settle back in during september

130. My children, yes plural, were not support AT ALL in primary school. This had a major impact on their transition to secondary school, and is still affecting them profoundly. They were never able to be their true selves.
131. This has been an issue for years and was unsupported in primary. NEPS is a joke as they can't won't see most kids who would benefit
132. Bullying and child being on the spectrum has a huge impact on her not attending
133. My 17 year old struggles going to school every day. If she could, she would stay at home but we force her out to school. She suffers from social anxiety, has been excluded by most of her year group and only for her sister being in the school she would not have another person to speak to all day. Our aim as parents is just to get her through 6th year and all we can do is hope that when she finishes school things improve for her. It causes huge amounts of stress and upset in our home almost daily and we are utterly devastated to see our daughter who was once so confident and happy absolutely miserable most days.
134. The school system isn’t designed to facilitate every child. To expect every child to be able to sit and concentrate for 6 hours a day is never going to work. Schools should adapt to the children rather than expecting the child who is already struggling to adapt to the school. We are so far behind when it comesTo understanding our children’s basic needs. This has created such a negative environment and has no doubt stopped children going onto further education and having better quality lives due to them Feeling unable to attend or hating the school sys
135. After 20 days out, a report goes to Tusla, what do they do about it?
136. Look at why students are missing and change the approach instead of just forcing attendance (punishing guardians) when other programs can be created to support all students and all ways of learning.
137. My child was sometimes avoidant about going to school as a young child (especially when he was 7, 8 years old) as he found it overwhelming at times and we were not the most organised family. He would have meltdowns and refuse to go. I had a zero tolerance approach and insisted he went every day, despite the tantrums. I have not had any issues with him going to school and getting there on time since he was around 10 and I do not think that would be the case if I had have let into him and allowed him stay home when he had these meltdowns. This may sound harsh advise but take it from someone who knows!
138. 20 days is not a lot considering all the stresses and illness that young people suffer in the current world. Long COVID. Menstrual issues , anxiety common colds flus
139. More support needed for children and parents.
140. during covid told not to send them in with a sniffle or sneezing kids got used to being at home and the transition back to school full time was never managaged correctlyet
141. Covid 19 ruined my childs education and missed diagnoses. It also showed him you can stay at home .

142. Quite often the problem is exhaustion - between school work (attendance, homework and study) there is a significant amount to cope with. When a child has a learning disability, this compounds the problem.
143. More hesitant to send kids to school with colds etc since COVID and more inclined to let them stay home even if slightly under the weather just in case.
144. Support parents who want to get their children to go to school.
145. The culture of attendance has generally changed. The point is: what is the purpose of school? If both learning information, fostering curiosity regarding the world around them, motivating children to engage with their talents and engage with challenges -do hard things, plus curiosity and creativity, learning and practicing social skills etc, then if you have experienced bullying behaviour all of these become limited. The social environment in my daughters all girl school appears dominated by cliques, that are very hard to join once excluded from them, and rules. If you have been the target of ridicule (eye rolling, giggling, being singled out -looked at by a group, whispered about and laughed at -in my daughters case for being innocently enthusiastic and friendly in the first week of school) with repeated critical comments etc, then all the goals I mentioned before are a huge struggle. It isn't an environment in which that child can flourish. Shrugging it off repeatedly for weeks, takes some resilience. Going into that environment every day, took a lot of resilience. Maybe girls were always mean (see 'Mean Girls' etc), but my impression is that things are way worse than when I was a teen. Most of the slights are subtle, but exhausting if happening repeatedly for weeks on end every day. It isn't a work environment anyone would put up with.
146. We had 2 immediate family members pass away this year, both who lived abroad, & we had to travel for funerals
147. My son is English and moved at 7. Struggles with Irish cannot read it and this puts him off school because he feels stupid
148. The whole school system needs to be changed, it’s outdated
149. A daily fine for non attendance deducted directly from wages/welfare
150. Policies should focus on how to guide schools, management & teachers towards being better trained & resourced to support students to attend school, access curriculum, etc instead of approaching the issue punitively towards parents & students
151. It is very difficult for families when a child is struggling it affects the whole family.
152. Sick days should not be counted with the 20 days
153. I personally have to take my child on holidays outside of very busy times such as summer or Easter due to his complex needs, crowds, noise etc would be too much for him, so we go on family holidays in May and Nov each year, this allows us as a family to make memories for us all while also making sure our son with complex needs can enjoy his holidays just as much as his siblings.

154. There is way too much focus on the child and their parents instead of looking at how tge system is not meeting our children's needs. Behaviour is communication. Whether a child is withdrawn or acting out, there is an underlying reason. I withdrew both my children from the education system as it was doing more harm than good. I have also resigned from my teaching job as an SET as I have become completely disillusioned with a system that priorities compliance and conformity. My children are still recovering from the trauma experienced in school, 2 years later.
155. There needs to be more help for children with asd and other disabilities, most teachers have no understanding on how to help asd children and tend to make the problem worse
156. Reporting of students absenteeism to Tusla not showing reasons why students are out.
157. If kids genuinely have an issue there should b a safe place for them to go and not be seen as having issues
158. The 20 days is unrealistic in a society where people have family abroad. Being with family is just as important for a child's development.
159. My son just left school with a 14 Yr record no acknowledgement at all for good attendance
160. I do think the COVID period has greatly exasperated the issue. In primary school my kids missed close to zero days, I think the environment changed and as teenagers they clung to the "new norm" and never fully reverted back.
161. Covid has passed. We have to get on with life and not keep using it as an excuse for absenteeism. There are huge issues in schools with bullying. Tackle it, students will happily attend then.
162. I think all schools need to work on making the school environment feel as safe and as positive experience for all students bullying is not taking serious quick enough and children have to go through sometimes years of indirect bullying and their mental health is greatly affected good kids should not need to stay home because bad kids have not been told to stay home. A good child should not need to leave school early and have there work impacted because bad kids made them feel so uncomfortable but yet they get to stay and continue with there day.
163. So much. The survey is inherently biased. The NPC is meant to represent parents not be another opportunity to beat down parents who get no help from EWOs, TUSLA or any of the other bodies charged with school attendance. My now 14 yo last attended school in March 2024. Not even a single phone call from these people and the school only respond when I reach out.
164. Alot of families (middle class) do not seek supports or are aware they can or have been denied and for that reason
165. Resilience (or lack thereof) is a key factor in school attendance
166. School need to look at what skills and programmes will help young people today in attending school. The subjects are not interesting and the way teachers are teaching students are boring and old ways. The pressure is too much on grades!

167. Constant circulation of viral infections affects kids with compromised immune systems more. If a child is coughing/ sneezing they should be sent home or kept home in the first place.
168. The school system no longer functions especially for neuro-diverse people.
169. If my daughter gets the special needs transport, it is half the battle and plus an understanding special needs coordinator.
170. School is difficult for neurodivergent children and not fit for purpose
171. If there were less free classes, children would be more likely to stay in school. I think school days could be shorter if there was more efficiency in schools!
172. Listen to the genuine students looking for health
173. Pupils should be encouraged to attend school even if there's big sports events happening for other pupils
174. Fines ,fines ,fines for parents
175. The disrespect from children for teacher's and the environment, we've seen it from our own child.
176. As a parent of a child who point blankly refuses to go to school, understanding from the school is so necessary. I personally feel like a total failure because I can't get my 17 year old son to attend and I feel like the school judges me because of it. If I had my way he would be in on time every day.. I don't need their judgement I need their support
177. Perhaps each child could start the school term with a few mental health days available to take as needed, it would show the school system understanding of mental health and perhaps a follow up with a nominated member of staff on return from taking a mental health day
178. Uptake of sport competition must have an impact on study
179. School is excellent for children who can attend. What about the inbetween children like my children. Too intelligent for ASD but too nervous for mainstream. There's no such thing as a lazy, bold, disruptive child. These children are not having their needs met. TESS is not worth the paper or job it holds. My daughter has missed 45 days and it was I who self referred to TESS. I'm on a waitlist but I do not require them as she is my 3rd neurodivergent child. Her teacher said she would give her a bar of chocolate to attend school for 9 days straight before February midterm. The system is failing these children with its rigidity. Yes, rigidity suits many neurodiverse individuals but not all. We need to look at models such as the IDEA Academy in Australia or the Lyn Beasley model where neurodiverse children can hone in and work at their interests. We need to move away from words like special education. My children are highly intelligent but do not do well with their peers. They're internally disabled and most definitely invisibly disabled. More research is required into girls who are so often missed. Research stipulates these ladies suffer with addiction, eating disorders, they're abused, commit suicide and so on. We are nowhere near where we need to be with High Functioning neurodiverse inviduals. This world was not built for them.

180. LCA is fantastic move away from state exams. Irish and other languages should be compulsory
181. I think there are no penalties for being late or missing school. Once it goes without consequence it is seen as something that is easy to do again. There is little pride now in attending school.
182. Teacher cover for teacher absence is a big issue and free classes interfere with positive attendance records
183. My daughter goes to a private school and attendance is bad now - for some reason the children just seem to think they don't have to go or that they can leave early I'm not sure what has caused this shift
184. A child's well being is more important than perfect attendance
185. I think it is a complex issue but mainly in our experience as parents it is due to social issues and online activity of all students nowadays. No break from the school days and the social dynamics. This makes a teens life more stressful for definite
186. A good teacher is vital. Having staff that are apathetic and not engaging make the students less interested in learning.
187. Secondary schools need to stop running like a prison. They need to be more understanding and not judgemental.
188. It would be interesting to research shool attendance numbers in schools that have a half day in the week
189. School attendance is very important to maintain social skills in children, get an education, create routine in their lives and maintain friendships however some children are mush happier been at home as that is their safe space. Bullying and online social media platforms have been no help to teenagers . It's a way to target children by showing them who's invited to a party or making another child feel like thy are missing out on something, taking pictures and sharing to groups using bullying tactics and the after effects of that is children feeling they don't belong, dont fit in and have anxiety/ depression, low self esteem, lack of confidence in going to school or social settings. I don't see school as the problem I see social media platforms, online gaming and parents not knowing how to support their children through these difficult situations. School should have emotional/ social /well being classes for children to highlight issues and also build on their confidence. Children are suffering with mental health issues because of the world we now live in. And for the parents supports should be put in place on how to deal with these situations when or if they do arise as they feel helpless.
190. If a child was struggling going into school it would be good to have a quiet room to go to if the child is overwhelmed before going straight into class
191. It should be watched from first year. Begin the conversation with parents as soon as it happens. I think pulling them out of class makes it worse and not having access to wc facilities when they need to(within reason) can cause anxiety
192. It only takes a couple of students to say they're not going in for a half day and then the majority of rest of the class decide they won't either

193. Ask children and young people why so many do not like or enjoy school. Young people have rated social and emotional learning as their top priority in past consultations. Listen to them. Accept that not attending in the face 9f severe pressure must mean they really can't face it. Change school.
194. Anxiety is a huge problem
195. No
196. COVID lockdown and subsequent return to school while masked has had a significant impact on my children's school experience . Not enough was done to help with the after effects. Children are suffering with PTSD and no allowance is being made or considered.
197. As a parent to 2 post primary kids who haven't been in school and in JC and LC year the system is set up to fail any child who doesn't fit into the "norm" or into the really struggling, it makes no allowances for children with learning difficulties etc, the lack of supports for students in exams pushes a lot of children out of school.
198. As a parent to 4 children, 2 post primary in JC and LC, and 1 in primary all 3 who don't attend at all or attend very little we've had our fair share of experience of school attendance problems, the biggest influence on if they even tried to go to school was the understanding of the teachers or people they would see each day, once they knew the teachers etc understood their needs they were more likely to try to go to school, after that it was lack of supports for their needs in school that stopped them from going, 18 year old ADHD, Dyslexia, Dyscalculia & Dysgraphia, she has only got shared exam centre and rest breaks for her LC. 15yr old Autism, ADHD, Dyslexia, Dyscalculia, & Dysgraphia who should be doing JC and isn't due to missing so much school but had little to no supports when he finally did get back into school. 10 year old Autism, possible ADHD too has great supports in an Autism Class but still struggles and is on reduced hours, and has begun to ask if i will homeschool him for secondary school.
199. Allow students to wear PE gear for the while day to school in post primary as opposed to only wearing it for PE class, or make uniforms more comfortable
200. Mindset is everything - of educators, society, families, especially extended family, government. It is vital we move from assuming people just need to try harder or be 'encouraged'/manipulated into doing things they're not able for. There is a reason for people's actions, go to the root and with in solidarity with people. When Irish people do that, it works very, very well, and we have a long tradition of people attempting to do just that. The founders of educational religious orders,vthe founders of the Kildare Place Society, the founders of the Kildare School Project, people like Sr Eileen Randles and Áine Hyland all approach people in that way. It's in the guidelines, in the aims and objectives of curricula. We just need to follow through in treating people with dignity and respect, and stop insisting we know best. We don't, the educational pioneers didn't...we just let ourselves fall into the habit of deciding we know best.

201. My daughter was bullied in school 2y ago,and there was no support from school at all .all they did is reported me to social welfare,where it was not needed gladly the social welfare worker understood my situation and made sure that the school teachers/year head/ principal stepped away from my child.
202. I think that parents now are not strong enough in telling their kids that they must go to school and must stay in school for the FULL day. Too many parents let their kids come home early from school.
203. Parents not getting back to school grants/ free books etc if absenteeism is high
204. My daughter has missed 21 days to date this year and they are all Heath related or roads are too dangerous to travel
205. No
206. Should def be follow up meetings with children as to why they were out of school, holidays etc are not suitable reasons
207. Isolating experience for me, particularly as a lone parent. Lots of judgement and shame - 'sure just make him go to school!' Lack of awareness with EWO around autism. No support from CAMHS or GP, my sons needs were too complex for Jigsaw. I feel like I am the only one in the situation.
208. As mentioned above, my daughters suffers with bad periods, and has often had to come home on the first day, perhaps would be good if they could be allowed go home on that day without being marked absent, or perhaps offered time out with a cup of tea
209. I think that it hopefully it's helpful. Thanks
210. Anxiety is a major factor, undiagnosed learning such as dyslexia. School environment as giving out about runners when other kids wear what they want.
211. My daughter now 18 has had school refusal throughout 5th and 6th year with occasional days attended. I tried to access home tuition support from the department but as she was over 16 and did not have a diagnosis other than dyslexia and dyscalculia the dept were less than helpful. My daughter was just getting settled into her secondary school journey when covid hit. The first few school years were shambolic because of this. The department were not interested nor was the school welfare officer because my child was over 16. This needs to change. This is not an all of a sudden problem. It has been going on for a long time. The Minister is very very late to the table. Too late for my daughter.
212. Autistic Burnout,
213. The school system as we knew it is broken. We are seeing the real Covid fall out now. We need to revisit what education for children looks like and come up with a plan to support children to get the education they want and deserve.
214. Very stressful for the whole family very little support and have to wait to long to get it .

215. To Many of the interventions to address attendance are based in the school, more of the supports should be based in Community settings, often the issues affecting school attendance have very little to do with school itself, young people need more supports for positive peer interactions, and face to face socialisation opportunities, young people are losing the skills to effectively communicate with others, I feel a lot of this is to do with social media interaction and the switch to technology during Covid
216. Waiting lists for EWO assistance , TUSLA waiting lists are totally unacceptable , more EWO's required
217. Dept of education needs to actually look at the reason for school avoidance and missing days and not penalise families and students for this but support instead
218. My daughter has a high level of absence, she knows the days she can't cope and I don't push her. It breaks my heart to see school having such a impact on her well being and I struggle with knowing if I'm doing the right thing each day I 'encourage' her to attend. Each of her teachers are shocked when I tell them what it is like for her. They stare in disbelief at me, unable to see the issues with the perfectly presented girl in front of them- like a swan, perfectly presented for all to see, but under the water kicking for dear life.
219. Supports for learning at home would be beneficial
220. People need to be more understanding of children teenagers who struggle everyday, get up, get into their uniform and try so hard to get into school. It’s heartbreaking for parents going through this.
221. I can only encourage & support my child if school is a safe environment, unfortunately this is not the case . My child has been chronically bullied physically assaulted & psychologically abused and the school so nothing. There is no way to seek help or complain, the principal has all the power. Re. psychological bullying he said " it's a girl's school what do you expect"
222. Covid ruined todays teenagers education and mental health
223. In secondary school, students can be 18/19 so they are adults
224. Teachers are mussing school too
225. Friends not attending, fear of being alone
226. Covid 19 impact is only being seen now in terms of young people's resilience, coping, mental health and subsequent impact on demand for mental health support. There is serious underfunding and all schools should have counselling available along with school social workers
227. Some days if there’s a lot of free classes they say they could do more study at home
228. Children gaming and having phones is not helping. There was a massive dependency on them in covid and many parents are exhausted using them as babysitters. Our family have no support system as the family live in other places. Lack of friends in the local area. Our children hardly leave the house. We are at our wits end and are massively concerned about their future.
229. Too many extra curricular days out. Too much course material missed.
230. An email with a monthly attendance report would be useful
231. School absence is treated with a negative approach rather than a positive, how can we help approach. This doesn't support a child struggling back into school

232. I am hoping we won’t go to a dining system but we need to support better students missing more than 20 days
233. Uniform seems to be an issue. The days my son wears his school tracksuit he’s up earlier & dressed ready for school much easier than the days he is made wear shirt tie etc to school. This can be an issue in my home but unfortunately I have to convince him that the school uniform not the tracksuit that’s comfortable is mandatory every other day.
234. Unsure of future careers and what is suitable for them
235. Thankfully (so far) I have no issue getting my children to attend school so I am not a great responder to this survey
236. None of the above
237. Young girls developing and getting periods they don’t want to be doing compulsory swimming lessons at school, especially when some class mates and younger students make fun of them because they are developing. It’s causes a lot of stress and anxiety for my daughter
238. Parents ultimate responsibility.. and the school if there’s a problem
239. Tehre is too much on kids in school these days
240. Before COVID my child attended everyday. COVID gave her the impression that school is not as important as it used to be. All our attendance problems started after the return to school and have been exasperated by developing issues with her mental health. They were then downplayed and ignored by her first secondary school. Bullying then became an issue and this was also downplayed and ignored by her first school. There has been some improvement by moving her to a different school but this problem won't be fixed overnight. Holding her father and I responsible (criminally? Financially?) will not solve anything and will only escalate arguments in the home which already take place up to 5 days a week.
241. School attendance accounting mgmt could be better
242. Upper respiratory illness and recurrent tonsillitis have caused my daughters school attendance to be down. It was hard to get treatment of tonsilectomy butbthe scholl does not help with work needed to be dine. You miss the class you miss the class seems to be the message . Why can’t the teacher help with missed work?
243. Covid has definitely changed perceptions around school attendance and life priorities. It has had a negative impact on mental health and socialisation
244. This is more complex then these questions ask. The questions assume that schools are the best environments for all children. School environments are detrimental to some children’s mental health leaving them in high adrenaline states of fight or flight 24/7. This is not good for a developing child. We need to look at alternatives to education and have other options for children who can’t navigate these constantly changing over stimulating environments

245. There needs to be intervention 1:1 before it becomes too problematic..Unfortunantely the 20 day rule is meanlingless in many cases where theres school avoidance as it goes unreported if absence is explained...it defers the issue but covid fall out is not the only cause..transitions....lack of resources, lack of understanding from schools GP HSE, boloney webinars about getting child up and dressed anyways.. lack of clear pathway on what went well for other kids with similiar experience, isolation, judgement, shame its devastating for families affected and it also impacts on parents working options..its life changing for families and thats not being recognizef..also its only going to become more of an issue
246. I think Teacher’s need to get to know the children better especially the principal and vive principal. some aTeacher’s are excellent,
247. since covid there is more teachers absent that before wheather they have an excuse to stay at home or use it as an excuse .
248. Social media is slowly eating away at kids brains and mental health, ban use under 16 and that will sort out the attendance issue, they'll be bored and want to go to school!
249. A school liason should be put in place and when that happens not to reprimand but to help. And again online recorded option as alot of teachers are absent / don't teach class so they would be held accountable
250. My kids have exoerienced neglect exclusion intimidation abuse by teachers. Its my responsibility to educate them and prepare them for opportunities in life. Im doing that. A complaimts process and student advocate would have helped. My kids have been directly harmed by school staff. A clear available complaints process a d student advocate would have helped
251. Some post primary kids are extremely unrulely. And cannot be disciplined by the courts. How is the education system expected to deal with them when the courts cannot
252. Poor school attendance by one student does impact negatively on other students who attend regularly due to having to redo work or pause friendships. It would be a good idea that if children had to catch up that this could be offered as an extra class rather than impacting on the whole class
253. Attendance needs to be the parents priority for their children. Parents must positively make it clear that skipping out is absolutely not allowed as a family rule.
254. No
255. Since COVID parents have become more aware of the risk of cross infection even as symptoms of infections subside, this has increased the amount of days that a child may be absent as a result
256. No

257. I’m tired of Covid being the excuse for everything now! Children are missing school for multiple reasons. They always have done . But the mental health and diagnostic and therapeutic services in this country are failing children of all ages. I think it should be investigated to what % of children with bad attendance have additional needs. We are seeing huge increase in school refusals at primary level due to children being undiagnosed, unsupported and presenting with additional needs. Schools are under pressure with a lack of staff, lack of training to support these children! Parents are also being led by their kids. Children are dictating how things work. They don’t feel like they have to attend or be respectful or follow rules. Behaviour in schools is getting worse and then when children feel like they are being corrected or have to follow rules they can’t cope and then refuse to go into school.
258. My daughter told me that good school attendance prepares you for a job
259. The schools do not practice what they preach in terms of mental health. It's all mond yourselves, speak up, there is always help when actually what they are doing is wrong. The schools system and homework study exam pressure does not care for mental health at all and damages kids. Stop gaslighting the kids by trying to pretend you are not part of the problem.
260. Covid 19 destroyed a lot of school going children
261. Family holidays are also very important and not always affordable during school term
262. Try to encourage your child to attend every day
263. When a student with special needs misses more than 20 days, the SWO doesn't bother to investigate.
264. Stop blaming Covid for attendance a whole restructuring is needed in our schools to be inclusive to every child maybe then we won’t have the child mental health issues we have now teachers who actually what to do there jobs are trying but the ones who just want to ride it out untill they get there pension don’t care especially in secondary schools
265. Child is ASD late diagnosis. No access to ASD class in current school or availability in another school
266. Since covid I've noticed my child has been absent more. This is due to been told off for coming to school ill. She could have a runny nose or a cough and teachers would complain. So I keep her off.
267. Academic pressure greatly contributes to students wanting to stay home
268. I think genuine health illnesses vetted by doctors note....should not be counted in the 20 days absence..gives students a complex. My 14yr old boy embarrassed that his leave is at 17 as he had severe chest infection and missed 6 days.
269. Teacher absenteeism is a big factor. Students don't want to go in if they know that they will be having a lot of study classes
270. No
271. No

272. Some children if struggling to go to school may actually study better at home so more supports should be there to help with that
273. A different approach is needed, my 2 are autistic with a lot of issues around noise. 1 is in mainstream (awaiting diagnosis) and 2nd is an asd unit. Both currently not able to cope with either. An in-between, smaller and quieter classes with students with similar issues would really work I think. Asd unit has such a mix of kids, some with intellectual disabilities and really loud stems (totally understandable and acceptable) which trigger my Asd child who is then taking a spot that she doesn't really use that could go to another child.
274. No
275. No
276. Kid's getting often infections,flue and viruses from other kids
277. If students are sick eg a bad cold, they should be sent home. My child got sick 2 or 3 times when students in class with fevers. They never missed a day but teachers and other students did after getting their cold. Unfair if they get attendance award for making everyone else sick.
278. While school attendance is important, I think support should be in place to ensure students who are absent do not fall behind with class work. This can cause additional anxiety to students, especially in exam years.
279. I do believe attendance falls onto the parents however when a child is over 16 I feel it is also their responsibility. As a parent of a teenager who hates school and detests going in it is extremely difficult to get him in unless I physically drag him in. Me and their father work full time so when we all leave we assume they are going to school. The only way for me to ensure my child attends school every day would be for me to resign from my job and escort him into school daily and sit outside the school to make sure he doesn't leave. Schools should be sending a text to parents stating XX was absent from school. There have been numerous times I assumed he was in school but then later that evening find out from my other child that he wasn't in. I strongly feel that had covid not happened this issue wouldn't be as bad.
280. There should be an online attendance, to help those students not able for the school environment
281. There has to be a consequence for the pupil and the parent (s).
282. Keep asking the kids what they would like
283. My child had difficulty attending school due to overwhelm/ anxiousness. Teachers disciplining the class instead of the individual caused them great stress. The lavk of mutual respect for the more senior students was sometimes lacking. TY had a hugely positive effect on our child as they felt there was a life beyond school.
284. No
285. More needs to be done to keep children engaged and interested in learning and attending school particularly from the age of 15 to 16 onwards
286. More support from school actions not just words
287. Make learning fun out of class learning trips would make students feel better about learning instead of sitting in classroom all day

288. I getting outside help for the health, anxiety etc issues
289. Thank you
290. I feel that delays and barriers to oberservation and or diagnosis of neurodivergence, anxiety and other conditions that impact a young person's a ility to easily attend school needs to be factored into discussions.
291. No
292. She has been sick a lot more this year which has affected her attendance
293. Coming in late is better than not attending at all
294. Children who are mid way on the autism spectrum don't fit into mainstream school and don't fit into a unit.. Also changes like a correct font style for dyslexic children.
295. No
296. Suspension will absence many day class, and when back to school let them feel not good.
297. No
298. Nothing at the moment
299. My childs friends seem to miss school regularly & that affects his desire to attend & we have to insist that he does attend.
300. Kids fall ill , there are kids being neglected these are the kids that need home and school support, parents shouldn't feel stressed because their child is ill this makes them pressure the child to return to school unwell as not to be flagged
301. Sports injuries have a lot to do with missing days
302. My child detests school, & it causes war as I'm a single parent ,it's very hard.i don't find the school much help to be honest
303. The current education system doesn't work for everyone. Neuro divergent children struggle with the way the school function
304. Teachers are tired. Students are picking up on that. Apathy / burn out from the top filters down to students. There is a gap in the knowledge of the wider world and societal influences between teachers and students and students recognise that . More than ever a teachers role stretches way beyond teaching the curriculum to include influencing whole student development & wellbeing & it appears many teachers are ill equipped work in this way . Teacher training & support needs to target understanding of the students world and the teachers reward (pay and otherwise) needs to reflect the significant challenges & responsibilities associated with being a teacher in 2025.
305. We missed a lot due to sore throat kids should be priority on hospitals missing school helps nobody
306. Sometimes a child might have a health issue and I think they need more help with homework etc when they do return to school
307. In some cases pare ts need to be held accountable for their children continously missing school

308. Stop enabling parents send asd students to mainstream schools who are not physically, mentally or academically able to mainstream Avila l Avila. Open more special schools. Having this mould/secretive students in mainstream classes is hindering the concentration levels of mainstream students with their outbursts, stimming, movement breaks. This is not helping mainstream students attend who are complaining about noise etc. students with asd are often not able to cope and are often absent in mainstream

309. COVID made it clear to kids how much time is wasted in the school day

310. I think using Covid is an excuse for many. I think Covid and the lack of support and work provided by schools during the pandemic has made many think there is no real point to school. Our children missed 2 years of teaching. 1 of mine was in primary school and there was an email every 2 weeks and no other contact or support. My children who were in secondary school had some classes but no real structure or obligation to engage. I think the lack of support is the legacy of Covid and yo done extent the support didn’t return to the same level. I think the schools got lazy more do then the children. But no one will question teachers. Their union and voice is too strong.

311. Pressure

312. Can vsware be used by parents to notify school re. absences.

313. Boredom & fatigue are huge issues for my daughter

314. I believe the school system needs an overhaul. It doesn't work for a lot of people.

315. I think apprenticeships after the agevof 16 are very important as academic courses are not for everyone.

316. Wish school would stop encouraging the boys to go as supporters to matches. They miss enough of their own education with the matches that they play

317. Schools have to work in shorter blocks the terms are too long and make it easier for less academic students to achieve give interim tests the CA work will make a difference but teachers need to move away from pedagogy to a learning partnership if it’s in the assessment it doesn’t need teaching in classroom traditional approach as well. Lots of teacher redevelopment

318. When it comes to rhe conversation about taking children out of school for holidays due to budget constraints at certain times of the year I do not see this as an issue so long as the child's overall attendance is good and they are keeping up with the work schedual and participation well throughout the year. I also know that at the end of the school year most schools wind down and attendance is usually met with empty periods, teacher absences and fun and games. So long as it is not a state exam year and all the previous that I have mentioned has been adhered to then k see no reason why a child missing a week or 10 days is an issue and do not think that anybody should be penalised for doing so. Travel and culture are as educational and beneficial to a child's educational development as 9 months of schooling a year.

319. Mainstream school is not for everyone and other schools need to be available to help children with anxiety
320. A child unable to go to school is not the same as refusing to go to school
321. I think it has to be parents influence at home to encourage children to school. Also more supports at school for children who find it difficult to mix etc.
322. I sent my son to school sick, he came home early and had Covid. So what to we do here? Send him in or stay at home
323. No
324. As parent and teacher who is on student support team, it's definitely as a result of post COVID... It's an unspoken thing but if you look into the figures of school refusal, the vast vast majority have a parent working from home! But this will never be spoken about as it's perceived as blaming
325. School is tough for those who struggle either socially or academically and it's difficult for a parent to send their child every day when they're distressed. Sometimes staying at home for a day can be absolutely necessary and the only way to go. and as a parent
326. Attendance award ceremonies are not a good idea. They reward pupils who through pure luck have managed to avoid serious illness or challenging family circumstances. It can be even more demoralising for someone who has tried their best to attend but didn't get "perfect attendance" so loses out on the reward. There is a huge difference between people who miss school due to illness and those who have other factors u voiced and they should be treated completely separately. We are supposed to keep them home if sick to avoid spreading illness but then punished for not being in every day. Thisnis unfair and sends mixed messages about societal responsibility.
327. My sons school uniform is very old fashioned shirt tie trousers and big heavy uncomfortable jumper, maybe they could change it to a polo shirt fleece zip up and an option for shorts in summer, the present uniform stresses him out, this could be a reason for high absenteeism.
328. NO
329. No
330. When my son has symptoms I am overly cautious since Covid sending him to school when he is not well. He suffers from migraines which can cause sinus issues and I don’t want teachers etc thinking I’m sending him to school sick
331. Covid is over, we can’t keep using that as a reason for everything. I think students are sick of the old fashioned stand at the head of the class and teach mentality. The more teachers think outside the box and change up their teaching the better.
332. It is a very complex and complicated problem. Parents feel guilt and shame that their children are absent. Children feel ashamed that they are not at school like their peers. They want to be there but are not able to. The problem is the one size should fit all system. It doesn't fit or work for all. Our Ed system needs to have more options, channels and diversity.

333. Covid definitely has caused a major issue and it's now that we are seeing the implications of lockdowns and home schooling on todays young teenagers they were unable to attend school during their 2nd 3rd 4th classes etc
334. A lot of bullying going on in schools that staff are not aware of
335. Attendance should not be treated as the gold standard of student achievement
336. VSWare used to track attendance - would like to see a more user friendly and secure system used.
337. The number of free classes makes students feel there is no point in going. There are a number of teachers in my child's school including senior staff who treat children with so much disrespect it definitely has an impact on attendance. Huge emphasis on policing uniforms seems like a complete waste of time and is used to assert power over students. Students lack of autonomy in school really impacts the way they feel about school
338. My child has missed 20day all actual sick days and I feel like punished if they miss more should be a difference for actual sick and just kids not attending
339. When the school environment is too much for a child I feel it is important that parents and teachers work together to support and understand how the child is feeling.
340. If children are provided with a school bus and meals regardless of income they are more likely to go to school. In Wales I was on a bus with 14 - 16 year old excluded children involved in a Junior Apprenticeship Programme (Bridgend college, Pencoed campus) and given a food allowance every day. Once the bus was there they would attend - with their peers and guaranteed a seat. They had fun rather than stay in bed all day. They had to do GCSE maths and english but also got days out - escape rooms, fish and chips at Barry Island, see a Banky's, laser quest etc. They also got movement breaks and tutors had discretion to go for walks or finish a bit earlier. It worked really well. Re Q16 - depended on the age of the child and whether they were an only child like my son. He couldn't wait to get back to school.
341. Maybe kids and parents should be made more aware of it's importance and have a regular update each month if their attendance maybe? Privately though, not to make it competitive with peers
342. I think the proposed forcement of an English type system here would be very unwelcome. The Minister should understand that from the outset
343. post COVID, families are willing to take kids out of school in order to save on off peak holidays
344. Parents of students with regular absence should be required to complete a questionnaire for the school to understand if the student requires support.
345. Autistic children do better when they have familar day to day staff attending to their needs. Some schools need to improve their staff attendance or have sufficiently funded casual staff so that regular staff are not overworked and therefore require more days out of school.

346. There are zero supports for Secondary school children who have late diagnosis of autism etc. The schools don't care once the child is nearing the age of 16.
347. My sons main issue is why others are allowed stay at home regularly and he can't. At the age of 13/14 he thinks he is being hard done by having to go to school when others can stay at home regularly. Students missing school regularly was rare when I was in school and I went to a deis school. How have things changed so much?
348. I think too many kids are being diagnosed with Autism. More structure so kids and parents know what's happening
349. I'm experience with my kids friends is just because they can,no consequences if they don't
350. Covid affected my child from a mental health and self esteem point of view and this has not improved as he went through secondary school in the absence of supports
351. Authoritarian teachers/school environment at odds with positive parenting styles derived from latest research in child and adolescent development endorsed and taught by HSE
352. Parents need support too, many are trying their upmost to get their children to successfully attend. If 20 days absenteeism is reached they should be contacted personally by the education welfare officer in a supportive manner to see what help can be offered, not a threatening manner that implies blame on the parent. If support was offered at this stage the child may successfully increase their attendance without the breakdown of meaningful relationships within the family that further compound the issue down the line. Mary parents are towing the line, many services are not! Camhs are too understaffed to accept neurodivergent children into their services despite presenting with severe mental health challenges, schools have no services for neurodivergent teens of normal intelligence. No service operates inclusion, even in Camhs the neurodivergent child sees a different practitioner each time which is so difficult for them, hinders the communication line and delays appropriate care. There needs to be a wraparound holistic approach. The struggling teen needs to be offered a key worker who liases on their behalf between school, home and services. This I believe would support all aspects of their lives including attendance, increasing the likelihood of them becoming successfull contributing members of society in the future. It's too little, too late for my teen but hand on heart, we as a family sought every support available to try to maintain educational attendance and received little or none.
353. No supports once you are 16 and for leaving cert completion
354. This survey points to a major gap in our thinking as it shows we are approaching this with the assumption that there is no problem with the school system and we need to change the school advoiders. If we continue thinking this way this issue will only get worse

355. My daughter struggled a lot this year with anxiety surrounding school as a result missed 27 days which then added to her anxiety as she feared I'd be in trouble. I think having a blanket number of days missed for all reasons is a bad thing to focus on .
356. I have answered I don’t know to some there because it’s not as simple as that. And I’m not frightened or threatened by what I ‘should’ do as a parent. The system needs an overhaul. This isn’t a parenting issue. I work in family support, and yes since Covid school avoidant behavior has increased remarkably, but blame doesn’t lie with parents. Kids stepped off the hamster wheel and struggled to get back on it, a lot having their own little explosions of recognising their struggles and their inability to cope in an archaic model of education submersion.
357. Train the parents, Train the teachers to spot the signs of neurodivergence in young people.
358. More flexibility. For those doing home schooling they can't get CBAs assessed outside of school.
359. My teen wants to attend school but experiences illness and significant fatigue from the stress of school environment. HSCP has helped immensely by being encouraging and allowing some agency for her to access a quiet space during Some teachers are quite cruel and this needs to be addressed. Toilets in schools are horrendous as they are locked except for 1 break, have no soap or TP. Girls often miss school when menstruating because they’re not allowed to use toilets outside of 1 break time and they worry about leaking. The focus needs to be on addressing environment and management within schools and not placing blame on parents for not forcing their child or teen to attend school.
360. Students' lack of motivation to go to school and parents enabling their children to stay at home when it's not necessary to stay at home.
361. A complete rethink of school is needed. More autonomy for students, allow them to focus on individual talents and areas of interest instead of forcing students to study subjects in which they have little or no interest
362. Should be linked to child benefit payment.
363. Most Parents want their kids in school. Some kids with ADHD, AUTISM are struggling & cannot keep up. All schools need more units, SNAS, AN OT, PSYCHOLOGIST, SENSORY ROOM/ QUIET ROOM. ALERNATIVE TO JCERT.
364. Alternatives to the current secondary school programmes are urgently needed. One size education programmes do not fit all children. I am a teacher myself so know the value of educating my child. Neurodivergent children need smaller class sizes with alternative flexible curriculums based around the child's interests
365. We don’t attend
366. Not from the parent not trying
367. Each child is an individual & should be treated with kindness & respect. A child should not be questioned on their attendance & staff should be very mindful how they communicate with the child.
368. Good school attendance follows through to work ethic. Kids need to ne told this by parents and reinforced in school

369. My child has suffered due to school-related anxiety since starting school in 2015. Without exaggeration, our family has been left scarred due to the absolute and complete inability of those in 'the system' to understand the enormous distress caused by the issue, and the immense efforts made by the child and their family to improve the situation. School staff and principals are free to choose how they treat such children, and frequently displayed cruel and ignorant attitudes. The Inspectorate should seek parental views on these matters prior to inspections. His school had no sensory room or even a quiet corner for him to sit in when he had to leave class. He had to walk around the yard in full view of all other students. The insistence on referring children to CAMHS is problematic, and this service caused huge damage to my child. As referenced above, the EWO assigned to our case caused us immense and indescribable distress by threatening us with prosecution. There is also an erroneous assumption amongst professionals that any child who is not attending due to anxiety must have autism or another condition. This can often be the case but not always. The school environment is very intense, and some children choose to protect their wellbeing by avoiding going to a place where they don't feel safe. This is then called 'school refusal' and parents are put under immense pressure to improve attendance, something which is not within our power to do. Conversely, if a child does need an assessment, the waiting lists are incredibly and unacceptably long. My son has been on a list for years. One of my other children was recently referred and we were informed she would have to wait four years at least. It is most unfair that the burden of improving the child's attendance is placed on parents by schools and the EWS, while necessary assessments which could (sometimes) unearth possible causes for the difficulties, are not available to the children due to the failure of successive governments to provide such services to children. The children, when unable to attend, are left at home with parents trying to manage their schoolwork. These efforts are not recognised by anyone. As mentioned above, a fully national online service should be available for children (with certified anxiety) to attend on a temporary basis. The Home Tuition scheme is currently very unsatisfactory. It is difficult to obtain, not enough hours are granted and the parent must source a tutor, which is virtually impossible. I also feel that there is a problem with various professionals and 'services' using a very inflexible system of referrals and language. Families are informed of various 'pathways' that they must travel (eg referral to EWS, CAMHS, Assessment of Need -a huge cause of lasting damage to our child due to the flawed organisation of the AON ie 18 months of assessment but no intervention while the anxiety became more entrenched and eventually impossible to resolve) but none of these professionals, including school principals, have any advice when families follow these 'pathways' and come to a dead end, ie the situation has not improved for the child. Professionals including school staff do not listen to parents or the child, and rigidly adhere to mistaken and outdated beliefs (eg just bring him to the door and he'll be fine, leave him crying on the floor and he'll learn to cope etc).

On the one hand, there is a very unprofessional failure to recognise that assessment may be needed, or even if not, infinitely more empathy and understanding are needed. As I said, if parents feel assessment is needed, the waiting lists are extremely long. Finally, I would like to emphasise, to the greatest degree possible, the ongoing sadness for families such as ours, as our children who were failed by so many systems, are now isolated at home and have lost touch with their friends, purely because they have difficulty with the school environment. This is heartbreaking.

370. 20 days immediate letter to tusla is a terrible rule. Children with chronic health issues should be excluded from this.

371. Schools are too rigid. Pastoral care and a holistic education varies greatly from school to school Principal's at large schools are like CEO's and are often not hands on. Schools over 500 pupils are too large. Loss of connection to the child. Not child centred. Focus is crowd control. More vulnerable children fall by the way side. Hour long classes are too long especially for Junior students. Locked toilets because of fear of vandalism means girls often stay at home when they are menstruating. Lack of movement breaks for all. Or fresh air and outdoors due to managing the movement of large numbers. Lack of indoor and social eating spaces. There is a strong argument for using Finnish model of 45 mins classroom then 15 mins outside. Students or adults are not designed to be sitting at desks all day. Very industrial school model

372. Not enough supports in school, no recognition of FASD- child masking all day and overwhelmed

373. From my experience a child would benefit if there would be an access to psychologist at every school

374. All children are different. Learn in different ways, have different abilities,hindrances. School is not set up for children of today and definitely needs to be done in a way that reflects that

375. The school system is one size fits all and this is not suitable for everyone. Schools now not doing LCA will have a major impact on students that aren't book smart

376. It's not a choice. It's not "won't go to school" it's "can't go to school" and to those that don't know the difference they need to educate themselves. To quote my 14yr old 'i want to be able to go to school and hate it like everyone else'

377. School refusal is a real thing and it is absolutely not the case of just send them in and they'll be grand. I wish it worked like that. It has so heartbreaking listening to my child want to go to school but struggle to get out the front door to go.

378. The ability of the parent to advocate for their child, to explain absences, and to manage their child is a huge part of returning to school. Schools need to recognise which families are able to engage with schools and have access to supports, and which families are not. It is the latter group who need help building positive relationshipswith schools, creating a partnership between parent and teachers. Children need to feel someone has their back at school. Other school environment factors impact too - especially around bullying, homophobia and ableism.

379. I really feel there is a distinct lack of understanding why schools are struggling with attendance, in my opinion this is strongly linked to neurodivergent children and mainstream school not being suitable, lack of resources for schools and a lack of training and understanding of how these children are being impacted. These children are not being listened to, they can in many cases clearly articulate what the issues are. A secondary school for an autistic teen with 1500 students is hell, these kids are being traumatised and instead of supporting parents to try and make change we are threatened and given parenting courses. It is very frustrating. I know exactly why my daughter cannot attend , I encourage her every single day to attend, she wants to attend but unfortunately some days she is completely overwhelmed. If there was a supportive environment for her I truly believe this would be better. We must do better at supporting these children in the school environment, we must support teacher with training and adequate resources, the education system is designed for neurotypical students not neurodivergent, I don't believe things will improve until we make real change
380. Too much pressure on kids .. They need more holidays through the year and shorter summer breaks
381. Transition to secondary school needs much greater support, huge struggles by lots of children who are neurodivergence, system failing these children, rigid, places on emphasis on child fitting system rather than system supporting child
382. I think to improve attendance the minister needs to go meet with these kids herself sit with them and ask them what the barrier is, why they don't like school, what they think the government can do the change things that they would enjoy school and look forward to going there is no point in asking parents or teachers as it's our job to get them to school and teach them but it's the kids that have the problem going so maybe by reaching out directly to them and asking them is the best approach, send the survey to each school and get the kids to fill them out it's then you will see the truth as to why that don't want to attend school.
383. Teachers need to be efuc3mors to look out for undiagnosed adhd symptoms in girls in particular
384. The whole education system needs over hauling not all kids are academic some kids are workers/ hands on and only learn that way so in a class room they feel stupid and out of place children's metal health is a disaster since Covid and we all need to change how we see the world for our children and so what if they don't go to school I want a happy living child I don't want to bury my child because I have forced them to attend school where they hate and don't belong
385. A coherent system of entry to secondary school. Too many children have to travel miles to school
386. End of year if they got more for not miss school to help them understand the good about it
387. There should be a distinction between children who are genuinely sick and those who miss school for other reasons

388. Some parents genuinely only keep their children home for sickness but these are included as absenteeism which for parents who do feel attendance is important so receiving a letter to highlight that your child has missed a number of days can be intimidating
389. No
390. -----
391. No
392. Feeling nauseous and periods are an issue for girls monthly, some consideration should go into this
393. I think the school doesn't have the time or resources to deal with chronic absenteeism especially when there are mental health issues involved. There needs to be follow up every day or the student feels like they don't care if they go in. There should be work sent home during the time so that they don't see it as time off and they should have to submit the work.
394. School is outdated teachers and principals are a big problem bullies are now running schools and the bullies are now students and outdated teachers are new teachers all who don’t care kindness is no longer in schools
395. N/a
396. Siblings can have different experiences and attendance rates
397. Maybe celebrate the kids who DobShow up Daily and helps out. Instayed of celebrating the kids who comes in once in a blue moon when there parent gets out of bed
398. Reason for school avoidance isn't always clear. Maybe NEPS should be involved?
399. No
400. I think mental health struggles, lack of student mental health support in have a huge impact on school attendance- in my experiece schools are poorly equiped to support students in this situation. It has become such a chronic problem, I think a task force needs to be set up to look at how to support schools in handling this as well as of course, supporting students who are struggling.
401. Submit a public record of teacher’s attendance records. My children are quite often reporting of free classes due to frequent absence of the same teachers
402. Sometimes there is not an option people get sick
403. Little support from principal or head teachers
404. You cannot make a child go, I 100% want my child to attend school but she is nearly fully grown I cannot force her to do anything no matter what penalties are in place for me. It’s not she won’t go in she CANNOT go in. I’ve tried everything. Bribery/screaming/shouting/pleading/charts/laying out everything/doing everything for her to be ready/ reduced hours/reduced subjects/parenting courses/contacting GP/contacting Primrary care. Nothing helped her to go back to school. It’s a lonely existence for us both. And I feel very judged by teachers/professionals/my family.
405. The 1 to 10 lists above are irrelevant to my kids

406. The parents need more support. It is so difficult getting teenagers to go to school as you can't just pick them up and take them. Parents need more assistance and guidance. It puts a lot of stress on the whole family when a child does not want to attend school and refuses to go.
407. My daughter only 2.5 weeks ago had an embarrassing situation in school and she got very anxious about it. This anxiety grew and it got to the stage where she was having panic attacks and then this caused further anxiety. With lots of talking to me (parent) jigsaw, year head and family she went in to do her exams today in 2nd year but in a room on her own. Being able to facilitate this gave her a chance to empower herself to know she can overcome the feeling of anxiety and she is feeling better now going in tomorrow.
408. Little more school should focus on students mental health, that they feel happy to be in school and attend school every day
409. I think in some cases parents are taking less responsibility for ensuring their child's attendance and unfortunately expecting far too much from the school.
410. There's constant time off for sport, both pupils and teachers are absent. While sport is important it should be extra curricular and not interfere with the school day. It sends out the message that A school attendance doesn't matter if you have a ball and B the school puts awards before learning
411. When my daughter could not attend her secondary school because of her anxiety the school shamed me over and over as if we were allowing this to happen. Despite resources there on school refusal and evidence gathered on what was contributing to cause her anxiety the school could not help us come up with a plan that they could implement. We did everything we could, brought her to the GP and counselling, met with the school a number of times, followed up with the EWO who similarly to the school took the approach of "You must go to school..." and had the audacity in a meeting to make a throwaway comment about anxiety as if it was something that was easily fixed. There was no understanding or thinking outside the box here to support us. It was simply "Get her to school." I am in shock that schools cannot seem to work with parents and approach this issue with care and understanding. With everything we know now about mental health and learning, it baffles me that we cannot do better other than to add to the stress that parents are already under when they are trying to manage a very difficult situation.
412. There isn’t enough emphasis on school attendance since Covid. Attitudes have changed with parents regarding school attendance
413. One of my children missed more than 20 days if school due to a health issue. She needs surgery and the hospital just kept pushing her date. She couldn't bear with the pain and other symptoms in school. If she had her surgery when she was meant to, she wouldn't have missed so many school days. My other is thinking about giving up school altogether. She finds school work really hard because the rules keep changing from one year to the next, teachers are not interested in teaching, they just want you to memorise content to pass exams, and she suffers bully because she is autistic.

414. The teachers' attendance must be consistent with the timetable. Teachers should not be missing class time to do the work of teachers with posts who are given the time and the salary to do these jobs
415. Attendance is important but sending an unwell child to school purely for attendance stats is putting undue pressure on the child. It is more important that the child is well enough to return to school and not at risk of spreading illnesses or relapsing.
416. Some kids have worse immune systems than other kids and are sicker. There also a lot of kids with migraines (often related to hormones at this age).
417. Teenage girls can have up to two days every cycle with chronic pain that can lead to days off school maybe talk about what can be put in place for them days.
418. I think parents have to ensure their children are going to school. I know if there are issues at school it's very difficult but that's where I believe teachers need to be coached on picking up on issues or maybe the teacher themselves are the issue. Parent teachers meetings are always so positive but sometimes kids will tell you a different story!
419. Just personally due to a court case related to students and their parents placing a personal attack on an innocent child , I had to work hard with my child afraid to attend daily,
420. If a child is struggling to attend school, offer work to be done at home, take the pressure off the child, stop blaming parents as sometimes the child just can't cope with the school environment, if a child has extra needs in any way that child should be provided for, I have asked about my child's irish exemption for 3 years due to autism and she sits her exams this year and she still hasn't got it. Please listen to the child /teen and most importantly listen to the parents who know there child /teen the most and who are advocating for there child. Also please stop tusla from bullying and threatening parents with court it is only adding to the distress of the family.
421. No
422. No
423. People making the rules can be over the top at times and don't realise what some parents are going through
424. Parents need more support too. Maybe family therapy
425. My son hasn't attended school for 3 months and is getting no support. The school aren't offering options and EWO has too big a case load to help. We all feel helpless
426. Sometimes the child will try to avoid classmates who caused anxiety.
427. Hay-fever is a major contributor to my sons attendance
428. I think parents need to understand when tgey enrol their child in a school they are entering into a contract to send their child to school everyday unless there is a rock solid reason for not doing so. It's a form.of child neglect not to as you are denying your child their constitutional right to an education. If we want the very best for out children's futures we have to get this 1 thing right. It's also creating good habits for the future when tgey will have to get up and go to college or out to a job .

429. That pressure of school awards attendance is not a good thing. If yhe child miss school because of a mental health situation or another reason that is not just boldness, is not fare when the awards are giving. In my child situation was a very stressful time for her to understand that was OK to don't get that award. First her rest and wellbeing and then back to school
430. While I accept that something needs to be done in relation to absenteeism from school, I do not see this as something that should be led or the responsibility lie with the school and the teachers. This is a problem stemming from the home environment and support needs to happen there. Patents need to be held accountable and the patents themselves need to be made understand how important it is for their children to attend school.
431. I work as a project worker with Barnardos so outside of my own experience as a parent what I am seeing woth the families that I support is that getting to and from school is a big issue and it is affecting alot of families. Parental mental health is another issue that is negatively impacting school attendance. The getting to and from school is a massive issue for alot of parents though.
432. Please compel teachers to learn about ADHD in a useful and practical way
433. Colds and flue children are asked to stay at home if they feel like covid symptoms but this does not apply anymore for schools, so days are counted as absent
434. Причина в тому що діти хворіють це є основною причиною відвідання школи.
435. No
436. Smaller classes would help. Not having to present work in front of the class. Teachers helping students to make friends. Social inclusion for shy/anxious kids.
437. Its very important to attend when they do miss days catching up can be problematic
438. Classes too long for children who waiting eg adhd/ autism test. No allowance made for a child struggling even though the school must seenif a child is on the spectrum.
439. Due to teacher shortages last semester , it caused a no. of classes to miss parts of the curriculum which has a knock on affect on the children. Also few teachers that do not seem capable of disciplining those that disturb the rest of the class. This does not help for those children that are trying to learn.
440. No
441. I honestly think no homework would help. When we finish a working day we aren't expected to continue sacrificing our family time for more work. We are expected to leave it until the following work day. Children have to go to school all day and then do homework in the evening, leaving little time for anything else. They are then tired trying to fit everything in and don't want to repeat it all the following day.

442. Yes, I feel.tje data used by the government was gathered during a time when children were advised not to attend if feeling unwell, runny nose etc. For this reason I feel an emphasis should be placed on smaller class sizes rather than focusing on attendance. Smaller classes= more teacher attention=more learning=happier children=less absence
443. A quiet homework club it has become unusable as some students go to spend more time with their friends and not to study and are disruptive. Also noise level in classes upsets my daughter. Other students being disrespectful and disrupting class drains my daughter . She would find it easier if there was a calmer class environment
444. Still affected by the not sending child to school if they have respiratory symptoms seems to include everything including a snotty nose.
445. Appears to be a lax approach overall parents signing kids out if activities on/teachers not in . My son sometimes rings looking to get home but I day no. igning kids out. My son would often
446. Covid changed people attitudes as if they had to take 2 weeks off because of COVID why not just take holidays during school term.
447. My sons absenteeism is directly from school failings but they continue to fail children because not enough focus is put on why a school can keep a well behaved child like my son interested or why he feels unsafe there. He is leaving the school despite him wanting an education, there isn't even a category of their bullying checklist to cover how he was let down and denied help by those who should have helped.
448. The emphasis is on getting the child to attend school above all else including the childs mental health.
449. Rampant bullying with no support from teachers.
450. I think there needs to be more information out there for kids that can't attend school, Home Tuition has been a blessing for my daughter, she may never be able to attend school and rhats okay, her mental and reduced stress is more important for her development, she has no problem learning its just the environment for her
451. My son has difficulty going to school by bus and sometimes he would go by bike or he would have to go because of bad weather or rain. He doesn't live far from the school.
452. The schools have to be strict for the attendance
453. It's a balance. I think younger kids miss more school with viruses now. They are still building immunity they lost During covid. I think sometimes kids miss school because parents don't make such a big deal of it post covid..life is short. I also see some.parents take kids out of school for cheaper or less busy holidays now. It's become more accepted..for others, school became more of a challenge after all that time.off and they need much more supports in place to help them get back to a school routine. Schools could also be more flexible in their approaches. Offering graded returns after absence. Offering check ins with a trusted adult like a year head..parents need support too.. it's so hare to have a teen who won't go to school. It's really tough.

454. Problems with TFI need to be sorted out
455. it is the hardest thing to try and get a child to go to school once their mind is made up and they have decided they can't go in. Parents need help and guidance with this issue. I think we told everyone to stay indoors and to stay safe during covid and thats what my daughter does when she is feeling unsure etc its like this is what they think is a normal thing to do when they feel anxious. Its a very difficult situation. very stressful on a family.
456. There is so much pressures put on the kids to get good results some schools give children positive and negative marks which I think plays terrible on children’s minds especially the children that are not academic it’s in my sons school he can get a negative Mark if he’s not working hard this then makes him very upset and wants to come home.
457. None
458. My child had a lot of hospital appointments this year which were the reasons for his very poor attendance..in the case of hospital appointments I think once the child has an appointment letter it should not be taken as a day missed
459. Have a minimum and a max days that can be missed and add consequences unless it’s serious illness related , shouldnt be considered as optional
460. This approach of full attendance for everyone is only taking away resources from those who actually need help
461. Schools need a permanent, full-time counselling service in order to support students who are struggling. There is attention paid to learning difficulties (admittedly not enough) that should also be paid to the emotional and mental health challenges children face. There is a very basic challenge for many children in that school uniforms are uncomfortable and a source of stress as many schools are very punitive even for minor uniform transgressions. For parents under financial pressure, insisting your child attend school in ‘the wrong shoes’ isn’t a battle worth fighting as they will receive a detention, further disincentivising attendance. There is a rigidity in the culture of school management that lacks any basis in up to date research and is far from child-centred.
462. Parents are probably far more aware about mental health these days and if it is a case of watching your child suffering going into school or having some respite at home they likely think it better for them to be at home. School can be such a pressured environment with the 'smart' kids, the 'kind' or 'respectful' kids regularly rewarded and recognised. All very noble but not every child is like that and the world certainly isn't. I have a daughter who regularly gets positive points and awards for academic excellence yet she is incredibly anxious and puts so much pressure on herself. I have a son who only gets negative marks and detentions and has never won an award. Yet I can recognise he will do really well in the world of work because of how he sees things. School is disconnected from the diversity of the grown up world. How kids are understood and respected as individuals needs to change.

463. School system is outdated, flawed and relying on achievement instead of well-being and happiness of young teenagers. Unhappiness and anxiety is through the roof and hear nothing but negativity feedback.
464. Learning resilience and being taught that feeling uncomfortable is not bad or dangerous but to be expected. Teaching parents that they need to allow their children to feel discomfort and that they can't helicopter in and save the day.
465. Whilst I understand my daughter has to attend school every day she physically cannot due to severe anxiety and panic attacks. She doesn’t feel comfortable in school and ends up crying in the bathroom. Hence I have had to accept that sometimes she needs to stay at home. I insist that she does school work while at home.
466. I think parents have gone more relaxed about holidays in term time since Covid
467. Parents/Guardians need support, guidance and help parenting a child suffering with school avoidance, it causes huge stress at home with other siblings and in the parent-child relationship. Parents don't know what to say, what to do etc.
468. There are some brilliant teachers out there but there are also not so good teachers. I think the volume of work that needs to be delivered impacts on teaching and learning. If a kid falls behind at all or doesn’t understand they get left behind.
469. School attendance is a good indicator of other underlying issues for the child, their family the school. Multi modality strategies in which these three groups work in conjunction are most likely to be effective. Differentiating between school avoidance and school refusal is an important factor in assessing attendance as an issue.
470. Support and acknowledgement by School management can help a lot
471. Kids who are genuinely sick are labeled the same as those who just don't attend. It's not the same and should be treated differently
472. Some incentive/ reward each month for full attendance?
473. As a parent I would rarely allow absence from school but on occasion children need a break for a day/two. They sometimes feel tired/over whelmed
474. No
475. During Covid with hybrid schooling provided ,some students responded to this way of learning as a positiveTo help break down their weekly commute, heavy workload / study load and added flexibility to develop growth mindset and build on their own organisational tools -this option to offer a hybrid model with one afternoon or day regularly/ weekly would give the students some independence and help with school attendance
476. I feel parents are not involved/ connected enough with the school, communication could be better from schools. More class meetings rather one night a year meeting teachers with long queues, break down to general class information updates.

477. Holiday prices are so expensive during term.time that I can understand why parents take students out during school time. Bigger problem there in general.
478. I don't send my child to school if they are sick . Which is often in the winter Months but they get cougs and holds from school from others who attends school even when they are sick. Just to make sure they don't miss school.
479. Updates from school regularly about absences
480. Sometimes to strict with coming a few minutes late and marking as missed class
481. If my child is very tired he doesn't want to go to school.
482. I found this survey difficult to answer on a personal level.... Especially Q8. Far too many options to choose from in order to support the child. I'm teaching 20 years and I believe children with good parental & familial support will generally come to school, this was not even an option on this list. If children do not have the support or encouragement from home, then the supports from school make very little difference.
483. I don't think this survey is designed well enough to provide a solid understanding
484. It's parental responsibility