



Comhairle nan Eilean Siar

Promoting and Managing School Attendance
Attendance Policy and Procedures

December 2024



Comhairle nan Eilean Siar

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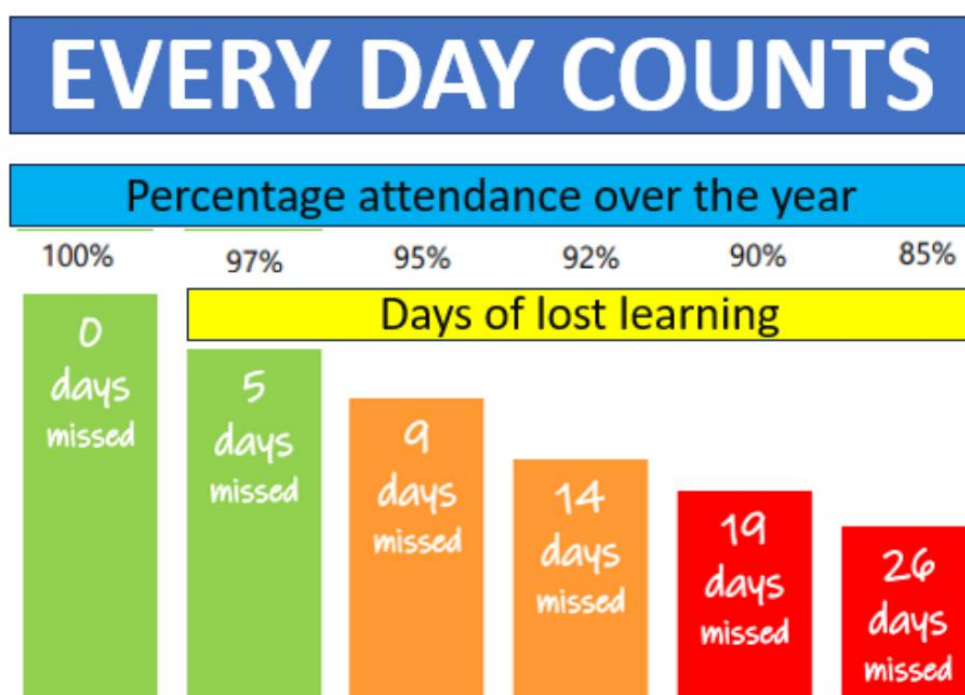
1. Introduction

‘Poor Attendance has been linked to lower levels of attainment; peer relationships; emotional and behavioural difficulties and poorer employment opportunities.’

Included, Engaged and Involved- Part 1 (EEI1): Promoting and managing school attendance 2019

Attendance, either in a school or another educational setting, including early learning and childcare, is important because it supports children and young people’s wellbeing and development, progress in learning, and promotes personal and academic achievement. Time spent in an education and learning environment also helps to keep learners safe, provides supportive pastoral care, and maximises opportunities for social and extra-curricular activities beyond the classroom.

Evidence from the ‘Improving Attendance: understanding the issues report’-Education Scotland (November 2023) shows that learners with the highest attendance gain the best academic results. The reason for this is simple, the higher a learner’s attendance, the more opportunities there are to learn, and the more likely they are to perform well in assessments and exams.



Time in an educational setting, in the company of peers and caring adults, is about much more than academic success. Time in education helps learners develop the four capacities and provides opportunities to learn positive skills, attributes and behaviours for life, learning and work.

Days missing from education result in less opportunities to learn and achieve. Evidence shows that absence influences not only academic success but also social and emotional learning such as

social awareness, self-efficacy, and self-management. Over the longer term, further evidence shows that absence, regardless of the reason, reduces the likelihood of attending further and higher education and increases the risk of unemployment.

Actions for consideration from the ‘Improving Attendance: understanding the issues report’, Education Scotland (November 2023):

1. Local authorities should carefully monitor their strategic and implementation plans for improving attendance or develop a plan where one is not in place.



2. Put children and young people's views at the centre of refreshed approaches.



3. ES, working with stakeholders and partners should provide bespoke support for areas where improving levels of attendance remains a challenge.



4. Approaches to effective tracking and monitoring attendance should be collated and shared.



5. ES and SG should collaborate with the wider system to bring coherence to the work on improving attendance.



2. Guiding Principles

The following principles underpin all practice involved in supporting and improving attendance:

- All children and young people have a right to education. Local authorities have a duty to provide education.
- All children and young people should experience high quality learning and teaching.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.

- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given opportunities to fully engage and participate in the life of their educational setting to encourage good attendance.
- Educational settings should actively engage with parent/carers to try to ensure that any barriers to good attendance are removed.
- Educational settings and partners should work collaboratively to promote and support good attendance.
- The foundation for educational settings is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation [Attendance in schools \(education.gov.scot\)](https://www.education.gov.scot/attendance)

3. National Policy Context

Turning principles into practice is supported by the following national and local guidance and legislation:

National Policy Guidance – [Included, Engaged and Involved Part 1: A Positive Approach to the Promotion and Management of Attendance in Scottish Schools](#)) seeks to explore and address wider issues around the promotion and management of good attendance and the prevention and reduction of absence. In addition to this it seeks to make stronger links between absence and the protection of children. It states:

‘Education authorities should have clear guidance on supporting attendance and managing absence. They should ensure that all schools have in place policies that promote good attendance and outline procedures to support the recording and management of attendance. This should be linked where possible to their relationships and behaviour policy.’

Education (Scotland) Act 1980, Section 30

parents are obligated to ensure their school-age children receive an appropriate and effective education, tailored to the child's age, capabilities, and interests. This can be achieved through regular attendance at a public school or via alternative educational methods.

Education (Scotland) Act 1980, Section 135

defines a 'parent' as encompassing a guardian or any individual who holds parental responsibilities for, or is involved in the care of, a child or young person

The Standards in Scotland's Schools etc. Act 2000, section 1

explicitly affirms that every child of school age is entitled to receive school education provided directly by, or through agreements facilitated by, an education authority. This provision enacts the principles of Article 28 from the United Nations Convention on the Rights of the Child

The Education (Additional Support for Learning) (Scotland) Act 2004 requires education authorities and other agencies to make adequate provision for all pupils who require additional

support to overcome barriers to their learning. Providing additional support may help children and young people to engage more fully with school and promote good attendance.

Supporting Children's Learning; Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017 sets out the responsibilities of all Education and Children's Services employees, as part of the Council as education authority, to promote high levels of attendance for those children and young people who have additional support needs.

The Equality Act 2010 provides a legal framework that schools must follow to ensure they do not discriminate against pupils based on any of the protected characteristics. The technical guidance for schools under the Equality Act 2010 includes, monitoring of attendance levels across different groups of pupils to identify signs of potential discrimination or where targeted interventions may be necessary.

The National Framework for Child Protection Learning and Development in Scotland 2024

recognises that children and young people are at greater risk when not in school, including those who do not remain on school premises after initial registration.

The Children and Young People (Scotland) Act 2014, (Part 9) sets out the role of all staff, as corporate parents, to promote school attendance for Looked After Children.

Home Education Guidance

4. Maximising Attendance and Minimising Absence

4.1 What is Attendance?

In Scotland, attendance is defined as participation in a programme of educational activities arranged and agreed by the school, including:

- Attendance at school
- Learning outwith the school provided by a college or other learning provider while still on the school roll
- Educational visits, day and residential visits to outdoor centres
- Interviews and visits relating to further and higher education or careers events
- Debates, sports, musical or drama activities in conjunction with the school
- Study leave for learners participating in national exams, if arranged by the school during the period of the national examination timetable
- Receiving tuition via hospital or outreach teaching services
- Work experience

We aim to ensure that children and young people attend (as defined above), for the recommended hours (25 for primary and 27.5 for secondary). When this is not possible there should be a clear record of the learner's time in education, the type of education being offered, the reasons why the learner is not receiving their full entitlement, and the plan for reviewing and improving this offer as the needs and capacity of the learner changes.

4.2 What is absence?

When a learner is not participating in their planned programme of learning then they are absent. Reasons for absence may be complex and are not always within the control of the child or young person. Educational settings should always seek to determine why a learner is absent, recording the absence as authorised or unauthorised based on Attendance Absence SEEMiS Codes guidance.

All absence is potentially detrimental to a learner's wellbeing and learning progress. Any absence that raises concerns either due to a history of absence, emerging patterns of absence, or risk factors specific to individual, should be followed up at the earliest opportunity (even before the absence reaches the Comhairle threshold).

4.3 Factors that make learners more at risk of lower attendance and higher absence

Learners who often experience lower attendance or are more 'at risk' when they are absent include those who are (not an exclusive or exhaustive list):

- recorded as having Additional Support Needs
- care experienced or on the edges of care
- a Young Carer

- at risk of exclusion or experienced exclusion
- those impacted by poverty
- recognised as having wellbeing or health related issues (physical, emotional, or mental)
- considered to have a protected characteristic or come from diverse communities such as gypsy travellers
- on the Child Protection Register
- the subject of child protection concerns

4.4 Roles and responsibilities to support maximising Attendance and minimising Absence.

The Comhairle will:

Support:

- All learners and staff to feel valued and supported in line with an ethos of positive and supportive relationships
- All educational establishments to have an attendance policy which outlines the importance of attendance and everyone's role and responsibility in promoting attendance and minimising absence.
- All learning communities to create attendance policies contextualised to local needs. These policies are likely to be different for early learning and childcare settings, primary and secondary schools, and other educational establishments.
- Educational establishments to refer to, and adhere to, the Comhairle's operational procedures for recording and managing attendance/absence. Operational procedures are likely to apply across all sectors with little, or no, contextualisation. Standardised operational procedure supports consistency of recording and monitoring across settings.
- Educational establishments, where necessary, to provide professional learning to support the implementation of the policy and offer opportunities to share effective practice.

Senior Leaders will:

- Ensure learners and staff feel valued, supported and welcomed on their arrival in line with an ethos of positive and supportive relationships.
- Make good attendance and punctuality a priority for everyone
- Promote attendance through policies, documents, self-evaluation, training, meetings and communications
- Implement a consistent approach to the use of the Notification to Withdraw Form for parents/carers to notify the school about occasional planned absences

- Improve overall attendance and reduce lateness through supportive interventions
- Explore all absences and share data at termly attendance forums
- Identify and investigate patterns of absence and plan specific interventions to improve attendance
- Ensure schools have staged intervention processes in place to support attendance.
- Keep a chronology of repeated and regular absences and associated follow-up actions
- Ensure a consistent approach in supporting attendance and challenging barriers to attendance
- Ensure effective communication
- Treat learners and parents/carers as partners when exploring appropriate supports
- Enable staff and partner agencies to support all children to attend and engage in learning

Staff will:

- Ensure learners feel valued and welcomed on their arrival in line with an ethos of positive and supportive relationships.
- Proactively and regularly promote good attendance through lessons, assemblies, school events, and informal and formal conversations with learners, parents/carers and partners
- Support learner engagement using a range of strategies
- Keep regular and accurate records of attendance for every learner
- Share concerns about a learner's engagement, attendance or wellbeing at the earliest stage and implement interventions to improve attendance
- Respond sensitively and respectfully to learners and parents/carers when exploring attendance concerns

Learners will:

- Take personal responsibility for attending school
- Be on time for school and lessons
- Engage in all aspects of learning
- Demonstrate the school values in their daily actions and interactions
- Accept responsibility and seek solutions for themselves

Parents and carers will:

- Ensure their child understands the importance of education and attendance
- Prioritise attendance and support their child to attend school
- Notify the school as soon as possible when their child is unexpectedly absent in line with the school's policy
- Complete the Notification to Withdraw Form to notify the school about occasional planned absences
- Work with staff to minimise absence and reduce any barriers to attendance

- Book medical appointments outside school hours when possible and give advance notice if an absence is unavoidable
- Keep the school up to date with telephone numbers and emergency contact

5. Identification of trends

5.1 At Comhairle Level

- Local Authority level Support analysis of attendance data at whole school, cohorts, group and individual levels
- Identify history of absence and the causes of absence
- Highlight absence through a range of lenses e.g. types of absence, trends, groups, demographics
- Provide ongoing training to schools on the accurate use of SEEMiS codes when recording absences
- Review data and implement processes consistently through the Termly Attendance Forum
- Provide high-level reporting following the termly Attendance Forums and at key points throughout the year, including points of transition
- Provide Local Authority Attendance data to schools to support their attendance improvement
- Analyse whole school data to inform universal and targeted support
- Monitoring and tracking systems will allow for filtering and intersecting of data sets to identify trends and patterns
- Identify trends, informing where improvement efforts should be focussed
- Filter attendance data to show trends and patterns of absence and to set meaningful targets at local authority and school level
- Compare data at the same point in the previous year to identify trends and report through the National Improvement Framework (NIF) Report and other relevant reporting mechanisms
- Analyse data at different points throughout the year (below)

Annual

- Review of trends*
- Early years, primary and secondary transition including those at risk of not attending.
- Reporting attendance through the NIF and other required reporting mechanisms
- Previous year attendance for identified groups and individuals.
- Persistent absence

Termly

- Review of trends* at Termly Attendance Forum and QA visits
- Data that informs the focus for interventions e.g. attendance, engagement, wellbeing
- Attendance for identified groups and individuals
- Data that measures impact of interventions
- Persistent absence
- Lateness
- Views of children, young people and families (groups/individuals as appropriate)

Monthly/weekly

- Whole school level data*
- Review of data for identified groups and individuals at Locality Team Meetings
- Lateness
- Views of children, young people and families (groups/individuals as appropriate)

*Possible trends to explore:

patterns in days of the week, by SEEMiS codes, year groups and cohorts, individuals, particular times of the year, before and after holiday periods, below or near to agreed thresholds, sickness levels at given points in the year.

5.2 At School level

- Support analysis of attendance data at whole school, cohorts, group and individual levels
- Identify history of absence and the causes of absence
- Highlight absence through a range of lenses e.g. types of absence, trends, groups, demographics
- Ensure accurate use of SEEMiS codes when recording absences
- Review data and implement processes consistently through the Termly Attendance Forum
- Provide high-level reporting for the termly Attendance Forums and at key points throughout the year, including points of transition
- Analyse Local Authority attendance data against whole school attendance data and their virtual comparator
- Analyse whole school attendance data to inform universal and targeted support
- Monitoring and tracking systems will allow for filtering and intersecting of data sets to identify trends and patterns
- Identify trends, informing where improvement efforts should be focused
- Filter attendance data to show trends and patterns of absence and to set meaningful targets at school, cohort/individual level
- Compare data at the same point in the previous year to identify trends and report through the SQIP and other relevant reporting mechanisms
- Analyse data at different points throughout the year (below)

Annual

- Review of trends*
- Early years, primary and secondary transition including those at risk of not attending.
- Reporting attendance through the SQIP and other required reporting mechanisms
- Previous year attendance for identified groups and individuals.
- Persistent absence

Termly

- Review of trends* at termly Attendance Forum and QA visits
- Data that informs the focus for interventions e.g. attendance, engagement, wellbeing
- Attendance for identified groups and individuals
- Data that measures impact of interventions
- Persistent absence
- Lateness
- Views of children, young people and families (groups/individuals as appropriate)

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- Review of data for identified groups and individuals at Locality Team Meetings
- Lateness
- Views of children, young people and families (groups/individuals as appropriate)

*Possible trends to explore:

patterns in days of the week, by SEEMiS codes, year groups and cohorts, individuals, particular times of the year, before and after holiday periods, below or near to agreed thresholds, sickness levels at given points in the year.

6. Recording and managing absences

All schools are required to keep an attendance register of every pupil (Schools General (Scotland) Regulations 1975). The Comhairle use SEEMiS to record data relating to pupil attendance and punctuality. Codes for use when recording attendance/absence and lateness in SEEMiS are included outlined in the table. Every absence is categorised as either authorised or unauthorised. Accurate, up-to-date records are important in ensuring that children and young people are safe and protected.

A pupil's absence shall be recorded as authorised where the education authority considers that they are absent with reasonable excuse otherwise such absence shall be recorded as unauthorised.

There is no legal requirement for children to attend Early Learning and Childcare provision, however all pupils enrolled in Early Learning and Childcare provision will be subject to attendance monitoring routines as outlines in Section 7.

All named persons, guidance, and school office staff, who monitor attendance should be aware of all children and young people identified as being vulnerable to enable them to act upon absences swiftly to reduce risk. Completing an attendance register is the responsibility of the class teacher or designated ELC Practitioner. This includes visiting specialist teachers, supply teachers and 'cover' teachers.

In Primary, attendance must be recorded on SEEMiS twice per day, first thing each morning and again after lunch, within 15 minutes of the start time. An accurate register of the attendance of ELC aged children must be taken at the beginning of each session.

In Secondary, period by period attendance must be recorded within 10 minutes of the start time on SEEMiS, enabling the early identification of children and young people whose whereabouts are unknown.

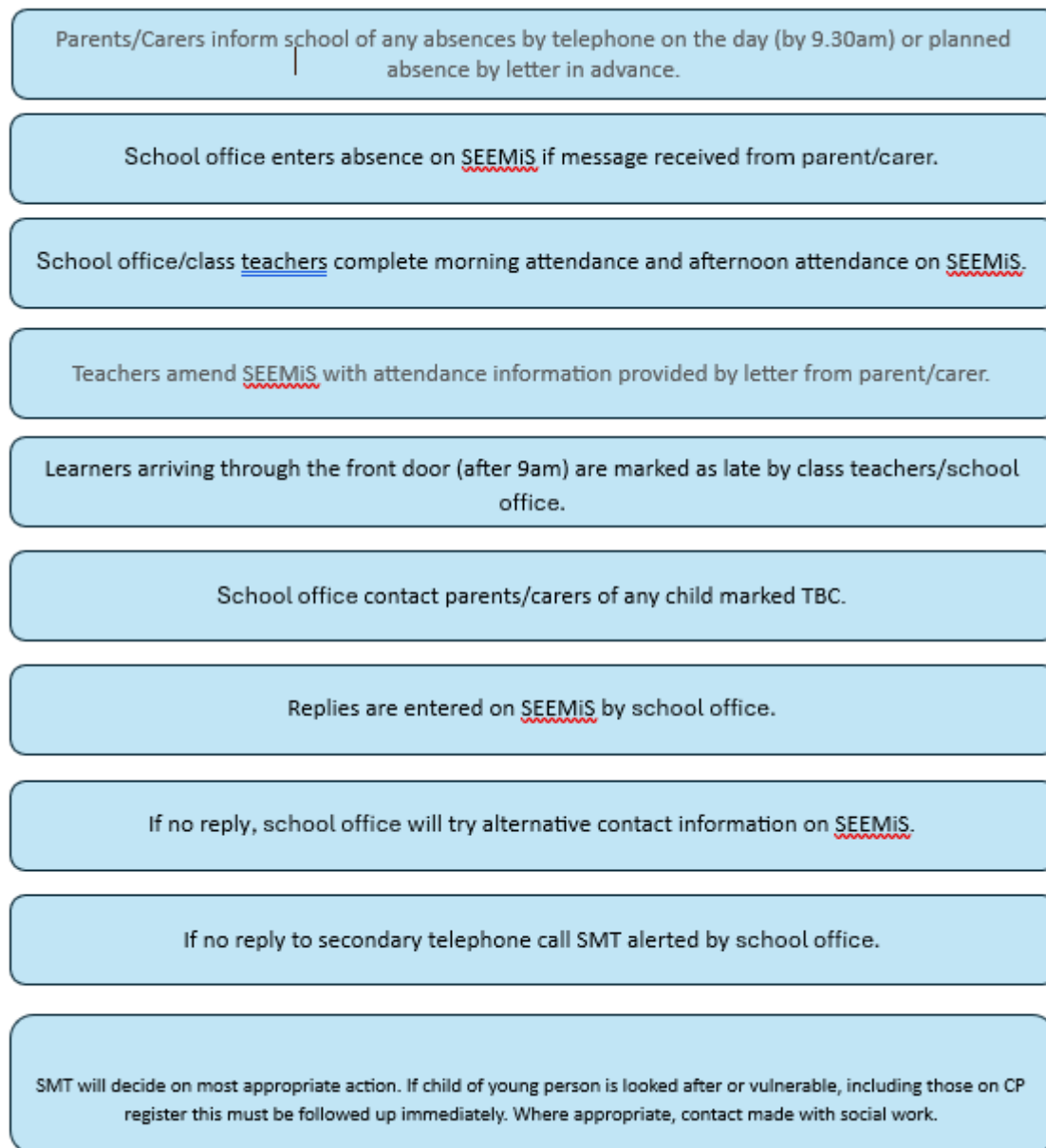
In situations where staff are unable to access SEEMiS, a paper copy of the register should be completed within the first ten minutes of the agreed start time and the office contacted to alert to any absences.

For all children and young people who have an agreed alternative curriculum where learning may be delivered out with school by other providers the onus is on the provider to contact the school when the pupil is absent or late. It is the responsibility of the school to put in place an agreement with the provider and within this agreement it must be documented that:

- registration should be completed within the first 10 minutes to allow for early follow up of missing pupils;
- if a pupil is absent from an alternative provision and reappears, school must be informed; and
- the school office will record period by period attendance for secondary aged pupils for the agreed duration of the alternative provision.

6.1. Daily recording of attendance flowcharts

Attendance Flowchart: Primary



Attendance Flowchart: Secondary

Parents/Carers inform school of any absences by telephone on the day (by 9.30am) or planned absence by letter in advance.

School office enters absence on SEEMiS if message received from parent/carer.

Subject teachers complete registration attendance on SEEMiS.

Learners arriving after start of school day and at each period change are marked as late.

The school office communicates with parents/carers of any learners marked TBC using Groupcall systems. Replies are entered on SEEMiS.

If no reply the school office will try alternative contact information on SEEMiS.

If whereabouts of learner cannot be established this should be passed to the member of staff with responsibility for attendance.

Member of staff with responsibility for attendance will assess what further action is required. If child or young person is looked after or vulnerable, including those on the CP register this must be followed up immediately. Where appropriate contact made with social work.

Persistent Low Attendance

Child/young person's attendance drops below threshold set by the school.

Attendance Letter 1 sent home – informing parent of low attendance and identifying support in school.

Attendance does not improve – Attendance Letter 2 sent home – inviting parent in for a meeting.

Identify barriers to attendance. Put in place required support and involve as appropriate outside agencies.

6.2 Staged Response to non-attendance

Staged intervention to promote attendance and reduce absence is supplementary to staged interventions which address other additional support needs. Staged intervention models usually involve 3 stages. In this example, however, 4 stages are used to include the universal and preventative processes that schools should have in place to promote attendance and engagement all the time) For example:

Universal: Preventative - at class/school level

Additional: Low level intervention - targeted to individual needs but may still happen within universal settings or may require withdrawal from class/setting.

Enhanced: Highly individualised targeted support - may be multi-service and multi-tiered e.g. support from outreach, EPS, CLD for learner, parent/carer, or family.

Intensive: Higher level of support - may include alternative provision or multi-agency support e.g. from health, police, etc.

Table 1	ATTENDANCE PERCENTAGE	SCHOOL ACTION	LETTERS TO BE ISSUED	MONITORING
Stage Level Universal	85 to 100% Attendance falls below expected levels	Group Call Appropriate Letter Refer to Executive HT/QIO/Head of Service	<ul style="list-style-type: none"> A1: unexplained Absence A2: Lateness A3: Letters for all absences that fall below 90% in primary and secondary 	Monthly: cohort
Stage Level Additional	Below 85% Attendance falls below 85%	<ul style="list-style-type: none"> Group Call Appropriate letters sent Refer to locality team meetings Support plan created to assess and identify key barriers to learning/wellbeing Consideration of requirement of involvement from another agency 	<ul style="list-style-type: none"> A3 Attendance Letter 	Monthly: cohort, house, class level, attendance forum
Stage Level Enhanced	Below 70% Attendance falls below 70%	<ul style="list-style-type: none"> Group Call Appropriate letter sent Refer to locality team meetings Support plan created to assess and identify key barriers to learning/wellbeing 	<ul style="list-style-type: none"> A3 Attendance Letter 	Monthly: cohort, house, class level, attendance forum

		<ul style="list-style-type: none"> • 6 weekly reviews (specific timescale and outcomes being set to improve attendance) • Consideration of a TATC • Recognition for improvements via group call/letter 		
Stage Level Intensive	<p>Below 50%</p> <p>Attendance falls below 50%</p>	<ul style="list-style-type: none"> • Group Call • Appropriate letter sent • Refer to locality team meetings • Seek wider supports at a multi-agency level through TATC • Consideration of whether there are sufficient grounds to refer to the SCRA • Wellbeing and welfare checks on a weekly basis (ensuring there is sight of the child/young person) • Consideration of i-Sgoil referral 	<ul style="list-style-type: none"> • Where sufficient grounds to refer to SCRA, Letter CR1. • Or where appropriate letter A5 and AD1 (referral to attendance sub-committee) 	Wellbeing and welfare checks on a weekly basis (ensuring there is sight of the child/young person).

6.3 SEEMiS Attendance and Absence Codes

The Attendance Recording Working Group has recently concluded a set of meetings looking at existing AAE codes, descriptors and mapping to Scottish Government codes. Local Authority User Group representatives had expected the group would also consider new codes, but this was outwith the scope of the meetings. Local Authority representatives agreed a request for new flexible education codes should be submitted through the SEEMiS Change Request process.

Flexible Education Codes

Flexible Education guidelines state there are 4 arrangements that are available to schools and families, but these arrangements are not fully covered by the current suite of attendance codes. The four arrangements are:

1. Adapted timetable (flexible education)

2. Adapted timetable (health)

3. Home learning

4. Flexible learning

It is acknowledged that Scottish Government will need to provide guidance on what constitutes adapted timetable, virtual home learning and flexible learning, so the proposed codes are considered a stepping stone, to enable tracking, progress and statistical reporting at local authority level of the current attendance arrangements in schools.

SEEMiS Coding

The codes below have been approved through the SEEMiS change request process and have been deployed for use from August 2024 following approval of the Comhairle Central Education Team.

1. Present

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
--	-	Attendance			

2. Absent

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
ABS	A	Authorised Absence		Other Authorised Absence, includes: 5. Immediate family weddings/funerals. 6. Bereavements. 7. Religious Observances. 8. Attendance at court. 9. Attendance at childcare review. 10. Attendance at children's hearing. 11. Lack of transport, including due to bad weather. Sporting and cultural events not arranged by the school but approved by them.	

3. To be confirmed (TBC)

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
TBC	T	Unauthorised Absence		To be confirmed (TBC) should be updated as soon as possible once the reason for absence has been established. Any remaining unresolved tbc's should be changed at least termly to Unexplained Absence (UNA) below.	Unauthorised Absence

4. Unexplained Absence

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
UNA	U	Unexplained Absence		Unexplained Absence to be used for truancy and all absence for which no adequate explanation has been provided. Very similar to TBC above.	Unauthorised Absence

5. Self-Certified

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
SEL	D	Self-Certified		<p>Self-Certified to be used when:</p> <ul style="list-style-type: none"> A pupil is off sick with proof of illness such as parental letter or phone call. <p>If proof of illness is a medical certificate, then use code "Other, Medically Certified (MED)" below, regardless of length of time of illness absence.</p> <p>However, if the pupil is off sick longer term, then Education Provision should be offered and the code "Other,</p>	Authorised Absence

				<p>Sickness with Educational Provision (SEP)” should be used which counts towards the school/pupil’s attendance.</p> <p>For pupils on a phased return to school following a prolonged sickness absence, the “Other, Part-time Timetable Health Related (PTH)” should be used.</p>	
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6. Other – Medically Certified

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
MED	F	Other - Medically Certified		<p>Medically Certified to be used when:</p> <p>A pupil is off sick with medically certified proof of illness and no education provision is required. Similar to Self Cert (SEL) above, just different proof of illness.</p> <p>However, if the pupil is off sick longer term, then Education Provision should be offered and the code “Other, Sickness with Educational Provision (SEP)” below should be used which counts towards the school/pupil’s attendance.</p> <p>For pupils on a phased return to school following a prolonged sickness absence, the “Other, Part-time Timetable Health Related (PTH)” below should be used.</p>	Authorised Absence

7. Other – sick with education provision

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
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SEP	B	Other - Sick with Education Provision		Sick with Education Provision: this would include for example, time spent on sick leave with proof of a parental letter or medical certificate, or time spent on maternity leave; and where adequate educational provision has been made. See page 11 of this guidance for more information on Education Provision for those unable to attend school due to ill health.	Attendance
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8. Medical or Dental Appointment

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
PER	P	Med/Den		Medical or dental appointment that lasts less than an opening. If the appointment lasts more than an opening then select Self Cert (SEL) if self-certifying or Other, Medically Certified (MED) if medical appointment letter is available.	Attendance

9. Late

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
LAT	J	Late		Late (arrives before mid-opening), to be used when: <ul style="list-style-type: none"> A pupil has arrived late but is still within the first half of the opening, regardless of whether the lateness is for a valid reason. If pupil is late and doesn't arrive until during the second half of the opening then select Other, 	Attendance

				late arrives after mid opening (LT2), below.	
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10. Other – Late arrives after mid opening

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
LT2	K	Other – Late arrives after mid opening		<p>Late (arrives after mid opening) – to be used when:</p> <ul style="list-style-type: none"> When a pupil has arrived late but during the second half of the opening, regardless of whether the lateness is for a valid reason. <p>Admin staff have the facility to record this on SEEMIS.</p>	Authorised Absence

11. Other – Authorised Parental Holiday

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
PHL	E	Authorised Parental Holiday		<p>Authorised Parental Holiday: under exceptional circumstances schools can authorise a family holiday during term time, for example:</p> <ul style="list-style-type: none"> If it is important to the wellbeing and cohesion of the family. Following serious or terminal illness. Following bereavement. Following any other traumatic event. Where a parent's employment is of a nature where school holiday leave cannot be accommodates, such as, armed services, emergency services and professions where parents are required to 	Authorised Absence

				<p>work away from the family for prolonged periods of time.</p> <p>A family holiday <u>CANNOT</u> be classed as Authorised if it is due to:</p> <ul style="list-style-type: none"> ▪ The availability of cheap holidays. ▪ The availability of desired accommodation. ▪ Poor weather experienced during school holidays. ▪ Holidays which overlap the beginning or end of term. ▪ Parental difficulty in obtaining leave. <p>Family holidays which are not for authorised reasons should be coded as Other, Parental Holiday Unauthorised (UPH), below.</p> <p>(Please also see Other, Extended Leave with Parental Consent (EXL) below, for situations where pupils can be absent for longer term with parental consent that does not qualify as a holiday – e.g., parental placements abroad, travelling for cultural reasons (not gypsy/traveller related), etc.)</p>	
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12. Other – Parental Holiday UNAUTHORISED

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
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UPH	G	Parental Holiday - Unauthorised		Parental Holiday UNAUTHORISED – Unauthorised family holidays during term time include: <ul style="list-style-type: none"> ▪ The availability of cheap holidays. ▪ The availability of desired accommodation. ▪ Poor weather experienced during school holidays. ▪ Holidays which overlap the beginning or end of term. ▪ Parental difficulty in obtaining leave. 	Unauthorised Absence
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13. Other – Extended Leave with Parental Consent

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
EXL	Z	Extended Leave with Parental Consent		Extended Leave with Parental Consent – this is not to be considered the same as a family holiday. Includes: <ul style="list-style-type: none"> • Extended overseas educational trips not organised by the school. • Short term parental placement abroad. • Family returning to its country of origin to care for relative. • Family returning to its country of origin for cultural reasons. • Cultural family wedding/funerals involving travel for extended preparations of longer than four weeks and the pupil stays on the roll of the school, but the 	Does not count towards attendance or absence

				<p>school is not penalised for the extended absence.</p> <ul style="list-style-type: none"> Arranged absence in relation to children in Gypsy/Traveller families. 	
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14. Other – Exceptional Domestic Circumstances (Authorised)

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
DCA	Q	Exceptional Domestic circumstances (Authorised)		<p>Exceptional Domestic Circumstances (Authorised) – this relates to short term exceptional domestic circumstances that include:</p> <ul style="list-style-type: none"> The period immediately after an accident or illness. A period of serious or critical illness of a close relative. A domestic crisis which causes serious disruption to the family home, causing temporary relocation. Short term caring responsibilities. If a pupil is unable to attend school due to care responsibilities, there is an expectation that additional support services will be assessed to support the pupil, and their absence from education will not be long term and therefore categorised as authorised absence. 	Authorised Absence

15. Other – Exceptional Domestic Circumstances (Unauthorised)

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
DCU	R	Exceptional Domestic circumstances (unauthorised)		<p>Exceptional Domestic Circumstances (Unauthorised) – this relates to short term exceptional domestic circumstances Under section 14 of the 1980 Act, education authorities must make special arrangements to ensure young people with care responsibilities do not miss out on their entitlement to an education. If a pupil is unable to attend school due to care responsibilities, there is an expectation that additional support services will be assessed to support the pupil, and their absence from education will not be long-term and therefore categorised as authorised absence. However, where additional services have not been accessed by the pupil and care responsibilities become long term, the absence should be categorised as unauthorised absence.</p> <p>Exceptional Domestic Circumstances (Authorised) above <u>BUT</u> where additional services provided by the LA to address the situation have not been taken up, leading to</p>	Unauthorised Absence

				continued absence then this is considered Unauthorised. Ongoing caring responsibility. If a pupil is unable to attend school due to care responsibilities, there is an expectation that additional support services will be assessed to support the pupil, and their absence from education will not be long term and therefore categorised as authorised absence. However, where additional services have not been accessed by the pupil and care responsibilities become long term, the absence should be categorised as unauthorised absence.	
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16. Field Trip

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
FLD	V	Field Trip		Field Trip – to be used where a pupil is on a field trip organised by the school.	Attendance

17. School Visit

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
VIS	V	School Visit		School Visit - to be used where a pupil is on an educational visit organised by the school.	Attendance

18. Work Experience

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
WRK	W	Work Experience		Work Experience – includes: Work experience arranged or agreed by the school. Volunteering arranged or agreed by the school.	Attendance

19. Study Leave

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
STY	S	Study Leave		Study Leave – this applies during the period from the official start date of the national exam timetable (i.e. date of first exam) until timetabled lessons restart.	Attendance

20. In school but not in class

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
SCH	~	In school but not in class		In school but not in class – to be used when pupil is: Out of class for pastoral or medical support. In school as timetabled but out of class for additional duties. On a bespoke timetable.	Attendance

21. Other Attendance out of school

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
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OAT	O	Other Attendance out of school		<p>Other Attendance out of school – to be used for example when: Pupil on day release to a college. Pupil on day release to another school for a specific subject.</p> <p>It is the responsibility of the <u>host</u> school to inform the originating school if the pupil is absent.</p> <p>Please note, in exceptional circumstances following parental request, and agreement by the Team Around the Child, a bespoke package where a child might not attend for the full week can be put in place. This flexible arrangement should NOT be classed as “Other Attendance out of school” but instead should be set up as a ‘SHOULD NOT ATTEND’ – see note at bottom.</p>	Attendance
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22. Part-Time Timetable (Exclusion Related)

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
PTX	Y	Part-Time Timetable (Exclusion Related)		Part-Time Timetable (Exclusion Related) – to include all absence under a formal part-time arrangement related to Exclusion.	Authorised Absence

23. Other Unauthorised Absence

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
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OUA	N	Other Unauthorised Absence		Other Unauthorised Absence – to be used for any other unauthorised absence not already covered in this guidance, for example: Where a parent is refusing to send their child to school following a dispute. When a parent refuses to sign a behaviour agreement following an exclusion.	Unauthorised Absence
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24. Missing

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
MIS	M	Missing		Missing – for Secondaries only but should not be used as SEEMiS has an algorithm that allocates this code based on the pupil's period by period registration pattern for the opening.	Attendance

25. Notifiable Illness (Self Cert) - DO NOT USE

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
NIS	D	Notifiable Illness (Self Cert)		Notifiable Illness (Self Cert) – DO NOT USE. This was created a few years ago to record Self Certified cases of Swine Flu.	Authorised Absence

26. Notifiable Illness (Med Cert) - DO NOT USE

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
NIM	F	Notifiable Illness (Med Cert)		Notifiable Illness (Med Cert) – DO NOT USE. This was created a few years ago to record Medically Certified cases of Swine Flu.	Authorised Absence

27. Should Not Attend (Notifiable Illness) DO NOT USE

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
NIX	H	Should Not Attend (Notifiable illness)		Should Not Attend (Notifiable Illness) – DO NOT USE. This was created a few years ago to record swine flu instances where pupils were asked not to attend due to risk.	Does not count towards Attendance or Absence

28. Adapted Timetable to record attendance where a student who cannot access school full time due to a health or wellbeing issue has been placed on an adapted timetable and is engaging in school led learning or activities, during the adapted openings:-

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
ATF	>	Adapted Timetable (flexible education)	(10) Attendance	<p>Adapted Timetable (flexible education) where the student is engaging with school led learning.</p> <p>Planned and arranged in collaboration with the school and the family based on the needs of the child with a view to returning to fulltime education in a supportive, phased way. It is the responsibility of the school to provide a relevant timetable for the student.</p> <p>Some of the reasons schools may offer an adapted timetable include: -</p> <ul style="list-style-type: none"> ▪ poor school attendance, related to anxiety and/or emotional issues; ▪ a staged return to school after extended absence; ▪ where the pupil has experienced ongoing difficulties with accessing the mainstream school curriculum despite appropriate supports being put in place to meet their learning, social and emotional needs; 	Attendance

				<ul style="list-style-type: none"> where there is a likelihood of interrupted attendance, examples include military families, gypsy/traveller families, family separation where school attendance has proved difficult despite robust assessment of need and staged interventions <p>Note: If a student is <u>not</u> engaging in the agreed adapted timetable, then their absence should be recorded using the appropriate absence code.</p>	
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29. Adapted Timetable (Health)

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
PTH	=	Part-time timetable (health)	(26) Authorised Absence	<p>ABSENCE under a formal part-time arrangement related to Health:</p> <ul style="list-style-type: none"> Due to medical condition Where a young person or child is receiving treatment, recovering etc. at home or in hospital. <p>This would apply when a child can only access learning for a limited part of the week.</p>	Authorised Absence

30. Virtual Home Learning to record short period of unexpected home learning

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
VHL	>	Virtual Home Learning	(10) Attendance	To be used for unplanned home learning that is not health or wellbeing related. This would be for situations when schools are open, but some individual students or small groups cannot physically attend due to external factors, but school	Attendance

				<p>led learning is being carried out remotely and the student is engaging. Examples include localised weather conditions, transport failure, power failure, police incident, emergency placement, hazardous conditions in the school building or in part of the school building (e.g. problem with water distribution, the heating or the ventilation system).</p> <p>This code would not apply to individual short term, unplanned home learning due to a health or wellbeing issue as these instances could be recorded under the existing "Sickness with Education Provision" (SEP) code.</p>	
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31. Flexible Learning to record periods of formally requested home learning

SEEMIS Code	SEEMIS Legend	SEEMIS Description	ScotXed Cross Reference	Example of when to be used	Count Towards
FLX	>	Flexible Learning	(10) Attendance	<ul style="list-style-type: none"> The parent wishes to nurture a particular talent, skill or interest of their child through a regular private arrangement (e.g. private tuition for the young person to represent in music or sporting events etc, at national level). This is at the discretion of the school/authority. It is the responsibility of the parent to provide meaningful activity at home/outwith school, monitored regularly by the school. <p>Note: use Other Authorised Absence (ABS) for occasional sporting & cultural events not arranged but approved by the school.</p>	Attendance

				<ul style="list-style-type: none"> ▪ The parent wishes to provide their child with a particular experience or set of experiences which cannot be accessed through the local authority school (e.g. an engineering project; intensive outdoor learning opportunities). This is at the discretion of the school/authority. It is the responsibility of the parent to provide meaningful activity at home, monitored regularly by the school. 	
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Further Notes

Exclusions have an attendance mark of **EXC (X)**, but these are not entered via attendance screen and instead are created by the school when an exclusion is recorded in the Exclusions menu on SEEMiS.

All planned Holidays **HOL (H)** and In-Service days **INS (I)** are pre-populated on SEEMiS and the school does not need to input these.

Any unplanned Holidays **HOL (H)** or Closures **CLO (C)** should be created by the school in the “Enter Holidays” menu on SEEMiS for primaries and “Manage Holidays” menu on SEEMiS for secondaries. Please note this will change with the new SEEMiS Schools (planned Jan 2021).

Should Not Attend SNA (H) is for instances where pupils are not expected to physically attend the school.

In nurseries this would be for children who have split nursery places or a flexible arrangement.

In schools this would be for exceptional circumstances following parental request, and agreement by the Team Around the Child, whereby a bespoke package has been put in place and a child does not attend for the full week.

Establishments should be entering **Should Not Attend** on SEEMiS through “Planned Patterns – Set SNA” for nurseries and primaries or through “Attendance - SNA & OAT’s” for secondaries, so that the child is removed from register for that opening.

6.4 School Exclusions

Exclusions are imposed by the school or by the authority and therefore there is a requirement to record and report these separately from other types of absence

6.5 Risk Factors of School Absenteeism

School Factors	Family Factors	Child Factors
Bullying (the most common school factor)	Separation and divorce or change in the family dynamic	Temperamental style – reluctance to interact and withdrawal from unfamiliar settings, people, or objects
Difficulties in a specific subject	Parental physical and mental health problems	
Transition to secondary, key stage or change of school	Overprotective parenting style	Fear of failure and poor self-confidence
Structure of the school day	Dysfunctional family interactions	Physical illness
Academic demands/ high levels of pressure and performance orientated classrooms	Being the youngest child in the family	Age (5-6, 11-12 and 13-14 years)
Transport or journey to school	Loss and bereavement	Learning difficulties, developmental disorders, or Autism Spectrum Condition, if unidentified or unsupported
Exams	High levels of family stress	
Peer relationships	Family history of EBA	Separation anxiety from parent/carer
Staff relationships	Young carer	
	Care experienced	Traumatic events

* Taken from West Sussex EPS - Emotionally Based School Avoidance Good Practice Guidance for Schools and Support Agencies.

6.6 Pupil transfers to another school out with the Comhairle

The pupil would not be classified as a Leaver until the school has received official confirmation that the pupil has been enrolled in their new school. During this period of time the pupil should remain as a current pupil and be marked on SEEMiS with a placeholder attendance mark as 'Other authorised/unauthorised/domestic absence' in agreement with the Head Teacher/Head of School. (Ideally, the school should be informed by the parent/carer before leaving of the name and contact details of the expected receiving school of their child.) Until the school receives notification of the new school, they should be vigilant that the pupil does not become 'Missing in Education' and should refer to the guidance within the policy.

6.7 Persistent Non-attendance

Where non-attendance persists, despite following the Staged Intervention with supports in place and communication with parents, schools have the option to then proceed to referral to Attendance Monthly Forum or, where there is evidence to suggest the need for statutory engagement, the Scottish Children's Reporter Administration.

The Monthly Forum (** to be created) will consider serious cases of school non-attendance. Information to follow in Term 3.

6.8 Referrals to Scottish Children's Reporter Administration (SCRA)

The Children's Hearings System is the legal system for children and young people in Scotland who are either at risk or who have been offending. Children and their family or carers can become involved in the Children's Hearings System for a number of different reasons. For example, if the child is getting into trouble with the Police, there are concerns that they are being neglected/abused, they are taking drugs or alcohol, or they are not attending school. Referrals to the Scottish Children's Reporter Administration (SCRA) should be considered for complex cases where a range of other agencies are known to be actively involved in supporting the family and where the child might need care, protection, treatment, or control and this cannot be achieved without compulsory measures of supervision. It is expected that any decision to refer to SCRA will have been agreed at a multi-agency meeting. Guidance on Referral to the Reporter is available to schools.

7. Early Learning and Childcare (ELC) Absence Protocol

Practitioners in our ELC settings are committed, in partnership with parents/carers, to ensuring that children attend on a regular basis. The non-statutory nature of ELC attendance does not reduce the requirement to record/share/take account of any concerns around a family.

In order to ensure the wellbeing and safety of all children it is essential that parents/carers exercise responsibility to: -

- Keep the setting up to date with telephone numbers and emergency contacts.
- Inform the setting of any pre-arranged absence.
- Inform the setting of their child's absence no later than 30 minutes after the start of the session.
- Respond promptly to contacts from the setting asking why their child is absent.
- Share any concerns they have around their family with ELC practitioners to help ensure appropriate support for the child; and/or share those concerns with the child's Named Person.

The ELC staff will:

- Keep a regular and accurate record of attendance for all children. When there are unplanned absences, this should be monitored and repeated patterns should be identified. This should be promptly shared with the setting's management team and Health Visitor to follow up to ensure the safety and wellbeing of the child and their family are being met at all times.
- Implement a chronology within the child's Personal Care Plan to document repeated and regular absences and all actions taken to support the child and family in response.
- Encourage good attendance by providing a welcoming atmosphere for children and parents.
- Provide a sympathetic response to any adult/child concerns and provide a sensitive approach to reintegration back into the setting following any prolonged absence.
- Ensure the name and contact details of each child's Health Visitor are easily accessible within the Personal Care Plan.
- Ensure that parents/carers are aware of the range of communication methods they can use to notify the setting about their child's absence from nursery (e.g. face-to-face, phone call, text etc.).
- Share any concerns they have about a child's wellbeing with the child's Health Visitor.
- Take account of known vulnerabilities, including any referred to on the child's ELC Personal Care Plan, when following up on any child's unplanned absence from the setting by carrying out a welfare check.
- Explore parents/carers' concerns and / or difficulties and make sound judgements as how to best support the parent/carer.
- Provide regular reminders to parents/carers about the importance of following the setting's absence procedure.
- Recognise there will be occasions when a parent/carer will consider practitioners' concerns to be unjustified. However, the health, safety and wellbeing of children is the upmost importance and will be the key consideration.

Should a child be absent without explanation the following procedure will be followed:

- On the first day of absence the setting will make efforts to contact parents/carers, or listed emergency contact(s) to establish a reason for absence and that the child is safe.
- If no contact can be made, centre/school management will take appropriate action to ensure the child is safe:
 - This will always include notifying the child's Health Visitor for their information and action as necessary.
 - Centre/School management action will also include contacting the emergency contact and other family members as may be known.
 - As the health, safety and wellbeing of all children is of the upmost importance, the setting will further implement Child Protection procedures when that is thought to be appropriate.

Parents/carers will be informed of this policy through the ELC handbook and at induction meetings prior to their child starting the setting. General reminders for all parents/carers will be provided by practitioners through the session using the following: newsletters, display boards and website updates.

Appendices: Attendance letter templates

Sample Letters

Appendix 1



COMHAIRLE NAN EILEAN SIAR

School Address

Parent/Carer
Address

telephone direct line :
e-mail :
writer :
our reference :
your reference :
date :

Dear (Title and name of parent/ carer)

Unexplained Absence

Name of pupil: Class: Date of birth:

In _____ we have a positive approach to good attendance at school. We believe good attendance at school supports the wellbeing and achievement of all our learners. In accordance with the Education Scotland Act 1980 parents have a legal responsibility to ensure their child attends school and have the responsibility to inform the school of the reasons for any absence. Your child was absent on the following date(s):
(List of dates)

You have not contacted the school to offer a valid explanation for absence. I would ask you to complete and return the slip below providing explanation for your child's absence.

I would ask that in future, absence should be accompanied by an explanation, either by telephone call to the school office or in writing to the class teacher.

Thank you for your co-operation.

Leis gach deagh dhùrachd,
Headteacher/Head of School

Absence Explanation

Child's name _____ Class _____

My child was absent on _____

because _____

Parent/ Carer signature _____ Date _____

Appendix 2



COMHAIRLE NAN EILEAN SIAR

School Address

Parent/Carer
Address

telephone direct line :
e-mail :
writer :
our reference :
your reference :
date :

Dear (Title and name of parent/ carer)

Latecoming

Name of pupil: Class: Date of birth:

In _____ we have a positive approach to good attendance at school. This includes arriving on time for school. We believe arriving on time for school supports the wellbeing and achievement of all our learners.

I am concerned that your child _____, according to our school records, has been late to school on a number of occasions over the last month. Your child's pattern of lateness is set out below.
Pattern of lateness:

Arriving on time for school is important and will ensure your child is settled, has positive experiences and makes progress. I would be grateful if you could support your child to arrive at school on time each day. If you would like to speak to me about the reasons for lateness and how we might support your child to arrive on time, please do not hesitate to contact me.

Thank you for your support in ensuring the best outcomes for your child.

Leis gach deagh dhùrachd,

Headteacher/Head of School
School address and contact details

Appendix 3



COMHAIRLE NAN EILEAN SIAR

School Address

Parent/Carer
Address

telephone direct line :
e-mail :
writer :
our reference :
your reference :
date :

Dear (Title and name of parent/ carer)

Attendance Monitoring

In _____ we promote good attendance because we recognise how important good attendance and good timekeeping is for learners' progress and achievement.

As part of our attendance monitoring and safeguarding procedures we contact parents and carers when their child's attendance falls below _____ to keep them informed of their child's attendance.

We want to work in partnership with parents and families to ensure our learners engage effectively in school and learning.

I would ask you to contact me at school as soon as possible to discuss how we can support your child to improve their attendance and learning experience.

Leis gach deagh dhùrachd,

Headteacher/Head of School

Notification to Withdraw Form (INSERT)

8. References

The Children and Young People (Scotland) Act 2014, (amended 2016)

Education (Scotland) Act 2016

[Education \(Scotland\) Act 2016 \(legislation.gov.uk\)](#)

UNCRC (Incorporation) (Scotland) Act

[United Nations Convention on the Rights of the Child \(Incorporation\) \(Scotland\) Act \(legislation.gov.uk\)](#)

Scottish Attainment Challenge- Stretch Aims Report 23-24

[Scottish Attainment Challenge - Stretch Aims Report 23-24.pdf](#)

Scottish Government (2018) Developing a Positive whole-school ethos and culture: Relationships, Learning and Behaviour

[Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour \(www.gov.scot\)](#)

Scottish Government (2022) *Getting it Right for Every Child*

[Supporting documents - Getting it right for every child \(GIRFEC\): policy statement - gov.scot \(www.gov.scot\)](#)

Scottish Government (February 2020) *The Independent Care Review (The Promise)*

[Independent Care Review – The root and branch review of Scotland's care system.](#)

Scottish Government (June 2020) *Support for Learning all our Children and All their potential*

[Support for Learning: All our Children and all their Potential \(www.gov.scot\)](#)

Education Scotland (2015) *How Good is our School?*

[Advice on Gaelic Education | Resources | Education Scotland](#)

Education Scotland (2022) *Advice on Gaelic Education*

[How good is our school? \(4th edition\) \(education.gov.scot\)](#)

Education Scotland (2015) *How Good is our Early Learning and Childcare?*

[How good is our early learning and childcare? \(education.gov.scot\)](#)

Education Scotland (2017) *Applying Nurture as a Whole School Approach*

[Applying nurture as a whole school approach - A framework to support self-evaluation | Resources | National Improvement Hub \(education.gov.scot\)](#)

National Framework for Child Protection Learning and Development in Scotland 2024

New National Guidance for Child Protection in 2021-updated 2023

Local Inter-agency Child Protection Procedures are being launched in September 2023

UN Convention on the Rights of the Child (UNCRC)

The Promise