

# KNIGHTSWOOD LEARNING COMMUNITY



## PROMOTING POSITIVE SCHOOL ATTENDANCE STRATEGY 2024-25



## **Our Vision: A world class learning city built on the principles of nurture**

### **Towards the Nurturing City**

It is Glasgow's ambition to be 'the nurturing city'. A nurturing city has schools in which children and young people feel they belong; they are listened to and they and their families are valued.

The ethos of nurturing schools is supportive, and all staff are clear about their roles and responsibilities. In nurturing schools, staff continually and collaboratively evaluate their practice to ensure that it promotes the wellbeing of all children and young people. They understand that supporting all children and young people and ensuring they make the best possible progress depends on the curriculum they provide, on learning and teaching of the highest quality and on their commitment to continuing professional development.

Positive school attendance is key to ensuring that all children and young people achieve their fullest potential.

### **Getting it Right For Every Child (GIRFEC)**

Glasgow Education Services' vision of having nurturing approaches embedded in all Glasgow establishments is a direct result of our understanding of the potential negative impact of trauma and difficult early experiences in childhood (commonly described as ACEs) on children's life-long physical, social, emotional, and cognitive development.

Nurturing approaches allow key adults to create safe contexts for learning, underpinned by an understanding of children's attachment and development needs. Strong, nurturing relationships support children and young people to develop skills, strengths, and resilience. These can act as protective factors throughout life.

Children and young people who attend school regularly can build positive relationships with key adults allowing them to thrive.

### **Glasgow City Council Policy**



The guidance in this strategy complements Management Circular 5a: A Positive Approach to the Promotion of Attendance in Glasgow Schools (<https://www.goglasgow.org.uk/Pages/View/68>) and is intended to guide middle and senior leadership teams within the Knightswood Learning Community to ensure a consistent approach to school attendance.

## Strategy Group Timeline

Staff from representatives from across the learning community met in session 2023-24 to share approaches to maximising attendance in each establishment.

The Forth Valley and West Lothian toolkit was completed in each establishment considering the four attendance standards:

1. Ethos and Relationships
2. Policy, Procedures and Data Analysis
3. Targeted Interventions and Vulnerable Groups
4. Effective Partnerships

 <b>FVWL RIC Attendance Self Evaluation Toolkit</b> 	
<b>Name of establishment</b>	Knightswood Secondary School
<b>Date Completed</b>	08/01/24
<b>Headteacher</b>	Maura McNeil
<b>Attendance Lead (if not Headteacher)</b>	Lynne Seagrave
<p><b>We recommend that you watch these videos before completing the self-evaluation toolkit. You can access these by clicking on the link on the right.</b> This self-evaluation toolkit is designed to help you identify strengths and areas for development in terms of supporting positive attendance in your establishment. The toolkit is split into three sections which are of equal importance. You may wish to carry out your self evaluation journey one step at a time or carry out the whole exercise holistically. Whichever way you choose however, it is vital when deciding on a response to questions that you consider the validity and reliability of the evidence base for your decision. If you have an amber or red response to a question/section there are links to support and guidance which you may find useful.</p>	
<b>1. ETHOS AND RELATIONSHIPS</b>	Amber
<b>2. POLICY, PROCEDURES &amp; DATA ANALYSIS</b>	Red
<b>3. TARGETED INTERVENTIONS AND VULNERABLE GROUPS</b>	Amber
<b>4. EFFECTIVE PARTNERSHIPS</b>	Green

Collegiate discussion identified the need for the working group to focus on Policy, Procedures and Data Analysis.

The themes within this attendance standard are outlined in the following pages with actions agreed by the working group and approved by the Learning Community and Quality Improvement Officer.

The following were reviewed and agreed and can be found within this policy:

- Attendance letters 1 and 2
- Clear process for letters and suggested timeline
- Roles and responsibilities of middle and senior leaders
- Roles and responsibilities of the PEF funded Home School Support Worker

## Policy Procedures and Data Analysis Themes

2.1 Your establishment's attendance policy is accessible for all stakeholders, aligns with the GIRFEC principles, and follows a multi-tiered support system model. It contains written processes to reduce persistent absence and promote good and improved attendance.

**This policy should be shared with staff, parent and carers and partners on school websites. Information should be shared with children and young people in an appropriate manner through classes and assemblies.**

2.2 All staff are given sufficient time and support to engage with the attendance policy, procedures and access regular training to clarify their roles and responsibilities in supporting learner attendance

**This policy was created by staff including Principal Teacher of Pastoral Care, Depute Head teacher, Head teacher and Home School Support Worker. It has been reviewed by all establishments. Staff from across the learning community discussed and approved this policy.**

**Staff roles and responsibilities are outlined as part of the Promoting Positive Attendance timeline in section 2.10.**

2.3 A member of staff (eg SLT) has designated responsibility for monitoring overall attendance, late coming and the effectiveness of interventions regularly, at least termly.

Staff responsibility for attendance within each establishment is as follows:

<b>Home School Support Worker</b>	<b>PT Pastoral Care (secondary only)</b>	<b>Depute Head Teacher (primary)</b>	<b>Depute Head Teacher (secondary)</b>	<b>Head Teacher</b>
<p>Responsibilities include:</p> <p>Running weekly seemis custom reports on attendance and late-coming</p> <p>Reviewing attendance data for each school</p> <p>Supporting the identification of 'at risk' learners</p> <p>Making phone calls to targeted families</p> <p>Delivering letters to targeted families</p> <p>Making home visits to targeted families</p> <p>Recording actions on seemis</p> <p>Liaising with pastoral and senior staff</p>	<p>Responsibilities include:</p> <p>Daily analysis of absence discrepancies and updated seemis to ensure an accurate register daily</p> <p>Discussion with young people and parent/carers</p> <p>Early warning phone calls</p> <p>Sending letter 1 and 2</p> <p>Meetings with parent/carers following letter 2</p> <p>Weekly attendance meeting with link DHT</p> <p>Solution-focused and staged intervention approach to supporting families (KIIM/SIIM/JST)</p> <p>Review and evaluation of agreed supports</p> <p>Termly monitoring of attendance</p> <p>Termly attendance quality assurance meeting with DHT and HT</p>	<p>Responsibilities include:</p> <p>Weekly meeting with HSSW</p> <p>Daily analysis of absence discrepancies</p> <p>Discussion with young people and parent/carers</p> <p>Early warning phone calls</p> <p>Sending letter 1, 2 and 3</p> <p>Meetings with parent/carers following letters 2 and 3</p> <p>Solution-focused and staged intervention approach to supporting families (KIIM/SIIM/JST)</p> <p>Termly monitoring of attendance</p>	<p>Responsibilities include:</p> <p>Weekly meeting with PTPC</p> <p>Daily analysis of absence discrepancies</p> <p>Discussion with young people and parent/carers</p> <p>Early warning phone calls</p> <p>Sending letter 3</p> <p>Meetings with parent/carers following letter 3</p> <p>Termly monitoring of attendance</p> <p>Termly attendance quality assurance meeting with PTPC and HT</p>	<p>Responsibilities include:</p> <p>Weekly overview of attendance</p> <p>Linking with DHT and regarding individual cases</p> <p>Termly quality assurance meeting</p>

2.4 All staff are aware of early warning signs and know how to respond to them and start communication with parents/carers e.g. late coming, mid-week absence, asking out of class regularly

Child Protection and Safeguarding training is undertaken by all staff at the start of term.

Staff may have a concern because of:

- a specific incident, something they see or hear or hear about
- a disclosure made by a child or young person or parent/carer
- information from a third party
- adult behaviour/circumstances that may place the child or young person at risk of harm
- child/young person behaviour/circumstances that may place the child or young person at risk of harm
- a culmination of minor concerns over a period of time

Late-coming and non-school attendance can be an early warning sign of a Child Protection and Safeguarding concern. Staff should follow the advice within their establishment's Child Protection and Safeguarding policy to ensure that information is passed on to middle and senior leaders.

2.5 Learners, Parents/Carer and staff receive information and support that clarifies roles regarding learner attendance, absence, punctuality and makes clear the link between attendance and attainment.

This policy should be shared with staff, parent and carers and partners on school websites. Appendix 1 contains the parent/carer leaflet which should be issued to children and young people at the start of term. This leaflet should also be enclosed in any letters sent out. Consideration should be given to translating the leaflet into the relevant language spoken by the parent/carer to ensure all learners, including EAL learners, are included.

2.6 Realistic and aspirational establishment attendance targets are set and published for all stakeholders.

This policy should be shared with staff, parent and carers and partners on school websites. Appendix 1 contains the parent/carer leaflet which should be issued to children and young people at the start of term. This leaflet should also be enclosed in any letters sent out. Consideration should be given to translating the leaflet into the relevant language spoken by the parent/carer to ensure all learners, including EAL learners, are included.

2.7 The correct use of registration codes and reasons for absence (authorised and unauthorised) provided by parents/carers is monitored and trends analysed regularly. Those with high absence rates (or at risk of) should be monitored more frequently.

See MC5a pages 7-10 for codes.

Weekly and termly meetings outlined in the calendar allow usage of codes and reasons for absence to be monitored.

2.8 Accurate attendance data, including late coming, is provided regularly (suggested weekly- more frequently may be required for targeted learners) to all staff to inform them of causes, interventions or achievements

See above in section 2.3. Causes, interventions and achievements are logged on seemis pastoral notes for all children and young people.

2.9 On the first day of absence contact procedures are followed for every learner absent and action taken when there is no valid reason provided

Daily text/phone call issued for any young person who has not attended school.

Appendix 2 outlines the Attendance Procedures within Knightswood Learning Community Primary School.

Appendix 3 outlines the Attendance Procedures within Knightswood Secondary School.

2.10 Parents/carers and learners are informed at appropriate times of attendance and/or persistent lateness and targets are set where appropriate if attendance is low. This is using bespoke, compassionate communication such as letters, texts, calls home with an emphasis on positive relationships and partnership working.

Promoting Positive Attendance Communication Timeline is outlined below with key dates and times for letters.

All letters should be accompanied by a seemis attendance print out and a copy of Appendix 1 leaflet.

Letter number	Send to Parents/Carers when:	Dates 2024-25	Staged Intervention Process to consider
KLC Letter 1	Clerical staff/HSSW generate custom report of young people with less than 90% attendance.	Post September weekend check  First week in December check  Post February weekend  Post Easter break  Post May weekend	SIIM – December/January
KLC Letter 2	Invite Parent to attend Parental Meeting. PTPC/DHT (Primary) to include date/time.	First week in December check  Post February weekend  Post Easter break  Post May weekend	SIIM – March  SIIM – May
KLC Letter 3	Planning Meeting – DHT/HT	First week in December check  Post February weekend  Post Easter break  Post May weekend	SIIM – March  SIIM – May  JST

- Appendix 4 contains letter 1.
- Appendix 5 contains letter 2.
- Appendix 6 contains a supportive script for phone calls & meetings following letter 2.
- Appendix 7 contains letter 3.
- Appendix 8 contains a supportive script for meetings following letter 3.
- Appendix 9 contains a letter for unauthorised school holidays.
- Appendix 10 contains a letter praising >95% attendance.
- Appendix 11 contains a letter praising improved attendance.



## Attendance Matters in the Knightswood Learning Community

### ATTENDANCE

Research shows that good school attendance impacts upon children's success in learning. Good attendance helps children to achieve good results, helps them to fulfil their potential and gives them a chance of a better future. Every day that your child is absent from school is an opportunity missed. Schools and parents/carers have a shared responsibility to ensure that children attend school regularly and on time.

### TIMEKEEPING

Being on time for school is just as important as attendance. Arriving late at school means pupils are missing vital learning. Being on time each day allows them to learn good timekeeping and also reduces classroom disruption for the other children and themselves. It prepares them for adult life and their future careers in the World of Work. Children who arrive late can feel embarrassed, left out and miss out on important introductions to lessons.



### EVERY SCHOOL DAY COUNTS

Every single day a child is absent from school means a day of lost learning. 90% may seem like an acceptable level of attendance but the reality is 90% attendance means your child has missed 10% of their learning. – nearly 4 school weeks over a school year.

Give your child the best start in life -  
**every school day counts!**

### ABSENCES

If your child is not well enough to attend school please call the school absence line before 9.30.

Try to make dental and medical appointments outside of school times. Take family holidays during the school holidays. (We are unable to authorise term time holidays).

Please contact us immediately if you need help or support with your child's attendance or timekeeping.

# EVERY SCHOOL DAY COUNTS

100% Attendance	0 days missed	Gives your child/young person the best chance of success and gets them off to a flying start.
95% Attendance	9 days of absence 1 week and 4 days of learning missed	
90% Attendance	19 days of absence 3 weeks and 4 days of learning missed	Less chance of success. Makes it harder to progress.
85% Attendance	27 days of absence 5 weeks and 4 days of learning missed Almost half a term missed	Serious implications on learning and progress.
80% Attendance	36 days of absence 7 weeks and 3 days of learning missed Half a term missed	
75% Attendance	45 days of absence 9 weeks and 1 day of learning missed Almost 1 whole term missed	



If your child/young person has 90% attendance they will have the equivalent of:

- half a day off per week
- 19 days off per year
- 247 days off over their school career of 13 academic years, equivalent to over 1 year of lost education.

Consider what this means for 80% or 75% attendance



## Appendix 2

### Knightswood Learning Community- Proposed Primary Attendance Procedures August 2024

Task	People Responsible	Actions
<p>Staff to take accurate register each period within the first 10 mins of the class and update late coming asap.</p> <p>Pupils are marked as present until changed to either TBC or LATE. These are the only 2 codes that class teachers should use.</p> <p>If there is a code such as SEL entered but the pupil is present, please alert the school who will amend this.</p>	<p>All Staff</p> <p>Office staff</p>	<p>Staff should not overwrite any codes already entered on seemis.</p> <p>Office staff to overwrite any incorrect codes.</p>
<p>Staff to ensure that class lists are accurate and inform office staff <b>immediately</b> if there are discrepancies.</p>	All Staff	SLT to liaise with school office to ensure class lists are accurate.
<p>Pupils out of school or event within school – ensure that office have a list of these pupils <b>in advance</b> of event to code correctly.</p>	All Staff/Office Staff	Office staff to note staff emails indicating pupils out of class and to keep a board with dates.
<p>Office staff to be informed of pupils with part time or bespoke timetables with agreed timescales.</p>	SLT Office Staff	DHTs to email office staff to inform of any bespoke timetables
<p>Absence text sent home as follows:</p> <ol style="list-style-type: none"> <li>Seemis → Attendance → Attendance Check → Anomalies report</li> <li>Filter by year group to show discrepancies</li> <li>Review attendance and contact class teachers for confirmation.</li> <li>Make any changes to seemis attendance as required.</li> <li>Group call: AM: whole school text to targeted pupils who are absent. PM: Whole school text message to be sent to pupils who are absent who were present AM.</li> </ol>	Office Staff	Update seemis as required.
<p>Daily absence report to DHT at start of the day.</p>	Office Staff/DHT	

Task	People Responsible	Actions
DHT to update HT at weekly meeting with concerns and interventions as per MC5.	DHT/HT	Record on weekly meeting spreadsheet
Red List Pupil: pupils on Child Protection/YPSP Procedures/Vulnerable Young People	Office Staff/PT/DHT	Staff allocated specific young people to track and contact home. DHT/HT to contact SW/HSSW as required
<p>Identified member of SLT to liaise with HSSW to:</p> <ul style="list-style-type: none"> <li>• Identify Red List pupils</li> <li>• Meet weekly to discuss attendance concerns</li> <li>• Discuss weekly attendance printout</li> <li>• Discuss potential home visits</li> <li>• Identify pupils requiring standard letters</li> </ul>	HSSW DHT	HSSW to prepare weekly printout DHT to record visits on SEEMIS

## Appendix 3

### Knightswood Secondary School - Attendance Procedures

August 2024

Task	People Responsible	Actions
<p>Staff to take accurate register each period within the first 10 mins of the class and update late coming asap.</p> <p>Pupils are marked as present until changed to either TBC or LATE. These are the only 2 codes that class teachers should use.</p> <p>If there is a code such as SEL entered but the pupil is present, please alert the school who will amend this.</p>	<p>All Staff</p> <p>Office staff</p>	<p>Staff should not overwrite any codes already entered on seemis.</p> <p>Office staff to overwrite any incorrect codes.</p>
<p>Staff to ensure that class lists are accurate and inform PT <b>immediately</b> if there are discrepancies.</p>	All Staff	PT to liaise with school office to ensure class lists are accurate.
<p>Pupils out of school or event within school – ensure that office have a list of these pupils <b>in advance</b> of event to code correctly.</p>	All Staff/Office Staff	Office staff to note staff emails indicating pupils out of class and to keep a board with dates.
<p>Office staff to be informed of pupils with part time or bespoke timetables with agreed timescales.</p> <p>Office staff to link personalised timetables on support spreadsheet.</p>	PTPC/ DHT/ Office Staff	DHTs to email office staff to add to support spreadsheet and to code on seemis.
<p>Absence text sent home as follows:</p> <ol style="list-style-type: none"> <li>6. Seemis → Attendance → Attendance Check → Anomalies report</li> <li>7. Filter by year group to show discrepancies</li> <li>8. Review attendance and contact class teachers for confirmation.</li> <li>9. Make any changes to seemis attendance as required.</li> <li>10. Group call: <ul style="list-style-type: none"> <li>P1 whole school text to targeted pupils S1-S6 who are absent.</li> <li>P2 manual text message to be sent to pupils who are missing from P2 but were present P1.</li> <li>P4 manual text message to be sent to pupils who are missing from a class (truanting) P1-4.</li> <li>P5/6 (after lunch) whole school text message to be sent to pupils who are absent.</li> </ul> </li> </ol> <p><i>Pattern of attendance needs to be checked before text goes out.</i></p> <p>Year group responsibility/overview as follows:  S1: Karen/ Ryan (Back up)  S2: Ryan  S3: Ally/ Ryan (PM)  S4: Sharon/ Mel  S5/6: Karen</p>	Office Staff	Update seemis as required.
<p>Daily anomalies report to PTPC and DHT at start of the day.</p> <p>PTPC and DHT to review make changes or hand changes to office staff.</p>	Office Staff/PTPC/DHT	

Task	People Responsible	Actions
If no response from text/discussion with class teacher confirms young person was not present then: - Pupils remain coded as TBC	PTPC to investigate	Code as appropriate
PTPC to address period absences each day using the anomalies report - One PSE lesson per week lesson starter focuses on attendance	PTPC / DHT	Code as appropriate
PTPC to update DHT at weekly meeting with concerns and interventions as per MC5.	PTPC/DHT	Record on weekly meeting spreadsheet
Red List Pupil: pupils on Child Protection/YPSP Procedures/Vulnerable Young People	Office Staff/PTPC/DHT	Office staff allocated specific young people to track and contact home/SW as required if they are not present in classes.

## Weekly Meeting Agenda – PTPC/Link DHT

### Before meeting:

#### PTPC

- Update attendance spreadsheet with attendance percentage
- Check that all TBCs have been re-coded for the week
- Highlight pupils' attendance red that PTPC wish to discuss/seek advice/refer to KIIM/SIIM/JST/OFA
- Names of pupils who are CP/VYP should be coloured green and discussed on a regular basis

#### DHT

- List names of pupils they wish an update for on and add this to meeting notes/agenda on calendar

### During meeting:

Tasks	Time
Review attendance figures – agree and record actions (monitoring card, phone call, letter, meeting, etc)	20 mins
Discuss and plan for young people in PTPC red/DHT list – agree and record actions	20 mins
Discuss any CE/CP/VYP pupils not already previously discussed	10 mins

Post meeting: PTPC completes any agreed paperwork e.g. KIIM/SIIM/JST/OFA referral.

## Appendix 4 – Letter 1



### Attendance at School

#### Initial Concern

Dear (Parent/carer name)

At \_\_\_\_\_ we are committed to working in partnership with parents/carers and children/young people to ensure that all pupils benefit from an education that maximises the opportunity to achieve their full potential. We know that for every day in school a child's future is likely to be brighter.

I am writing to you as I am concerned about (Child's name)'s attendance. We would ask that you take the time to read the leaflets enclosed.

**(Child's name) attendance is currently \_\_%. This means since August he/she has missed \_\_\_\_ days of school.**

Attendance levels such as this can impact negatively on your child's learning, wellbeing and future attainment.

Please try to ensure that \_\_\_\_\_ is in school each day unless he/she is unwell.

School staff are keen to work with you and \_\_\_\_\_ to agree strategies to help to support \_\_\_\_\_ to achieve an improved level of attendance. The target for Glasgow city council is 95% attendance.

Please contact our school office to discuss what supports we can offer in school.

Thank you for your support in this matter.

Yours sincerely,

PTPC/DHT/HSSW

## Appendix 5 – Letter 2



### Attendance at School Invitation to Pastoral Meeting

Dear (Parent/carer name)

I am writing to you as I remain concerned about (Child's name)'s continued pattern of poor/non-attendance.

**(Child's name) attendance is currently \_\_%. This means since August they have missed \_\_\_\_ days of school.**

Parents/Carers have a legal responsibility to ensure your child has regular attendance at school. If there is no improvement, please be aware that we will work with partner agencies which may include our Home School Support Worker.

At \_\_\_\_\_ school we are committed to embracing Glasgow as the Nurturing City. We appreciate the difficulties a parent can face when trying to do their best for young people and we would like to work with you to support improvement in \_\_\_\_\_'s attendance.

I would therefore like to invite you to a meeting with myself at \_\_\_\_\_ school on \_\_\_\_\_ (date) at \_\_\_\_\_ (time)

Please contact the school office on (insert number here) to confirm your attendance.

I look forward to working in partnership with you to support your young person to achieve their full potential.

PTPC/DHT



## Appendix 6 – Supportive Script/Discussion Points Following Letter 2

### Pre-meeting

- Review attendance patterns and discuss with DHT/HT
- Check with class teachers that attendance is accurate (secondary only)
- Review ASN/pastoral information/IEP/WAP
- Gather views of the young person to identify if there are any barriers to attendance (GMWP, School refusal questionnaire, Well-being Web, My World Triangle, Landscape of Fear, Well-being cards, EBSNA tools)
- Round robin from class teachers: progress, presentation, behaviour and barriers (template form below):  
[https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQQtawUZKb9okffeb6VPs\\_VyTf0jOzRUN1dWoeo5WUI3N01MVkhJNUNCSFRDRFJKOC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQQtawUZKb9okffeb6VPs_VyTf0jOzRUN1dWoeo5WUI3N01MVkhJNUNCSFRDRFJKOC4u)

For young people who are under Child Protection or YPSP procedures inform social work of concerns as they emerge. For SI4 children and young people a Team Around Meeting (TAC Meeting) should be considered.

### During meeting

- Share information gathered with parent/carer
- Go through attendance print out and discuss with parent/carer: are they aware of attendance? Any issues?
- Discuss IEP/WAP with parent/carer if relevant.
- How can we support your young person?
- Agree an action plan
- Agree a review date
- Record the meeting and actions in pastoral notes

### Follow up

- Update IEP/WAP if relevant
- Inform teaching staff of any relevant information
- Check in with young person
- Seek early feedback from staff
- Share outcome with senior staff
- If no improvement/parent/carer does not attend, request HSSW visit and record as a significant event on seemis (ensure a COSE is enabled for the young person)

If concerns persist consider following Staged Intervention process e.g. KIIM/relevant in school SI meeting or refer for discussion at SIIM.

Follow MC5a process: Letter 2 should be issued twice before proceeding to Letter 3.

## Appendix 7 – Letter 3



### Attendance at School Invitation to Planning Meeting

Dear (Parent/carer name)

\_\_\_\_\_ 's attendance has been causing concern now for some time. Despite previous communications and interventions from Pastoral Care staff, I am extremely disappointed that improvements have not been achieved.

I feel it is necessary to invite you in to school to meet with me so I have arranged for you to come in on \_\_\_\_\_ at \_\_\_\_\_.

Parents/ Carers have a legal responsibility to ensure their child has regular attendance at school. If this is not the case then non-attendance may lead to a referral to our Legal Services Team within Glasgow City Council. Your co-operation with this is therefore very important.

I look forward to meeting with you.

Please report to the school office on arrival.

Yours sincerely

Depute Head Teacher

## Appendix 8 – Supportive Script/Discussion Points Following Letter 3

### Pre-meeting

- HSSW visit should be requested on seemis. HSSW can hand deliver letter 3 if required
- Review attendance patterns and discuss with DHT/HT
- Check with class teachers that attendance is accurate (secondary only)
- Review ASN/pastoral information/IEP/WAP
- Gather views of the young person to identify if there are any barriers to attendance (GMWP, School refusal questionnaire, Well-being Web, My World Triangle, Landscape of Fear, Well-being cards, EBSNA tools)
- Round robin from class teachers: progress, presentation, behaviour and barriers (template form below):  
[https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQctawUZKb9okffeb6VPs\\_VyTf0j0zRUN1dW0Eo5WUI3N01MVkhJNUNCSFRDRFJKOC4u](https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQctawUZKb9okffeb6VPs_VyTf0j0zRUN1dW0Eo5WUI3N01MVkhJNUNCSFRDRFJKOC4u)

For young people who are under Child Protection or YPSP procedures inform social work of concerns as they emerge. For SI4 children and young people a Team Around Meeting (TAC Meeting) should be considered.

### During meeting

- Share information gathered with parent/carer
- Go through attendance print out and discuss with parent/carer: are they aware of attendance? Any issues?
- Discuss IEP/WAP with parent/carer if relevant.
- How can we support your young person?
- Agree an action plan
- Agree a review date
- Record the meeting and actions in pastoral notes
- Inform parent/carer that support may be requested from other agencies if there is no improvement e.g. LC-JST or SCRA

### Possible actions:

- Seek consent to refer to LC-JST
- Seek LC-JST approval to proceed to SCRA if relevant
- Seek LC-JST approval to refer to REACH if relevant

### Follow up

- Update IEP/WAP if relevant
- Check in with young person
- Inform teaching staff of any relevant information and seek early feedback
- Share outcome with senior staff

If concerns persist continue to follow Staged Intervention process e.g. KIIM/relevant in school SI meeting/SIIM/LC-JST and MC5a.

## Appendix 9 – Letter for Unauthorised School Holidays



### Attendance at School Unauthorised Holiday

Dear (Parent/carer name)

#### **Unauthorised Parental Holiday**

Thank you for informing us of your upcoming family holiday.

In line with Glasgow City Council's policy of improving attendance, this will be noted as an **Unauthorised Parental Holiday**. Please note that this will still be considered an absence and will contribute to your child's overall absence for the year and may trigger attendance support procedures if other absences were to occur.

While we appreciate the wellbeing and financial benefits of holidays during term time, we would strongly caution on taking this option on a regular basis as, with any absence, this can have a detrimental effect on your child's learning and attainment.

Yours sincerely

Depute Head Teacher

## Appendix 10 – Letter Praising >95% Attendance



### Excellent Attendance at School

Dear (Parent/carer name)

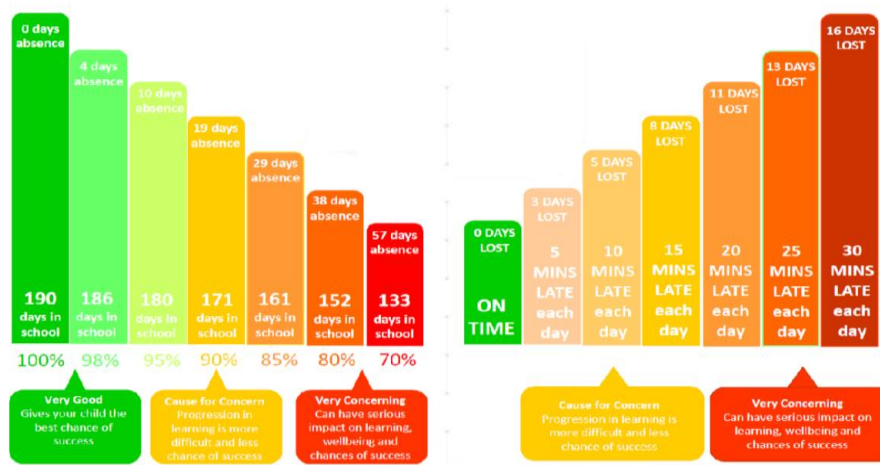
I am writing to highlight that your young person’s attendance for last term has been 95% or above.

Attending school every day and on time has a huge impact on a young person’s learning, academic success and wellbeing.

I would like to thank you and your family for supporting the school and we look forward to continuing to work in partnership with you.

Yours sincerely

Depute Head Teacher



# Appendix 11 – Letter Praising Improved Attendance



## Improved Attendance at School

Dear (Parent/carer name)

I am writing to you regarding \_\_\_\_\_’s attendance at school which had been causing concern. I am delighted to note that there has been an improvement in this recently and we hope this will continue to improve and will, in turn, impact positively on \_\_\_\_\_’s learning and wellbeing.

Thank you for your support in this matter.

Yours sincerely

Depute Head Teacher

