



King's Oak Primary School and Acorn Grove



Attendance Policy

October 2025



Created: October 2025 (*updated August 2026, with Acorn Grove name only*)

Review Date: October 2027 or sooner, if required.

Maximising Attendance and Minimising Absence Policy

Our school vision is to create a learning environment where everyone feels welcome, safe, respected, and valued. To achieve this, we value our relationships with each other, and we try to be rights respecting to everyone. Our values are reflected in how we behave therefore we will be: RESPONSIBLE, RESPECTFUL, KIND, SAFE, HONESTY and AMBITION.

Rationale

This policy is underpinned by Inverclyde Attendance Policy and Guidance for Schools (October 2024). In King's Oak Primary and Acorn Grove, our average attendance for the school year 2024-2025 was 92.4%, a decrease of 0.7% from the previous year. Statistics and research have consistently demonstrated that children and young people's progress, attainment and achievements can be negatively impacted by any absence. Evidence suggests that attendance that falls below 90% impacts negatively on progress, with the higher the absence, the greater the impact on attainment.

School attendance is a complex area of need, and involvement from other services/professionals can be helpful, appropriate and, at times, necessary. However, the aim of the current guidance is to support early and effective school attendance procedures and practice at a school level. The Scottish Government's (2019a) Included, Engaged and Involved (Part 1) document states that attendance should not be considered in isolation and that work within schools, establishments and Local Authorities should be built upon a foundation of positive relationships, and an inclusive ethos and culture which promotes attendance. This policy will highlight the procedures we must follow in King's Oak Primary School in order to record attendance as well as the whole school and individualised approaches to improving attendance.

Aims:

The aims of this policy are designed to reflect the overall aims of the Inverclyde Attendance Policy (October 2024). This attendance policy outlines our commitment to promoting regular attendance, punctuality, and engagement for all pupils. As a school, we aim to work in partnership with parents, carers and partners to ensure that all pupils attend school regularly and punctually, with support available when needed.

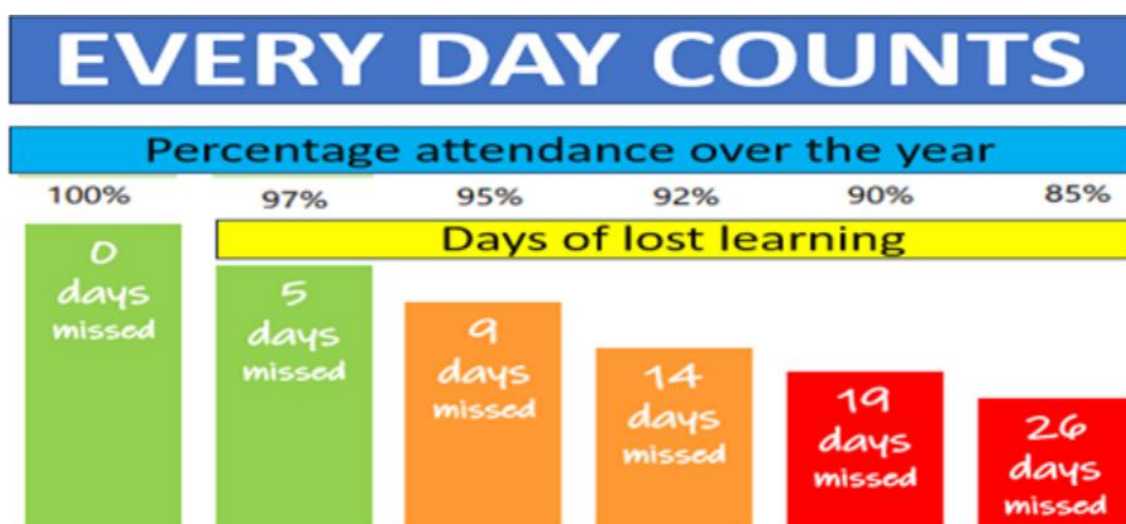
We aim:

- 1) To provide guidance on procedures that support attendance and reduce absence in King's Oak Primary School.
- 2) To outline the processes, we follow to maximise attendance in King's Oak Primary School and Acorn Grove.
- 3) To provide supporting guidance that can be implemented with greater flexibility, based on the school context.
- 4) To encourage full attendance and punctuality among all pupils.
- 5) To foster a positive school culture where every child feels valued and supported.
- 6) To work collaboratively with parents, carers, and external agencies to address and overcome any barriers to attendance.
- 7) To ensure that all absences are accurately recorded and addressed in a timely manner

Attendance is important because:

- it supports wellbeing, social connections, social competency, and social cohesion
- it gives us the opportunity to access and engage with learning (in and out of the classroom)
- it provides opportunities to develop skills and confidence, to contribute to and be part of a wider community, and to demonstrate that we can be responsible citizens now and, in the future,
- Other benefits of attendance include things like providing us with a:
 - a safe, calm, caring, learning environment
 - a place to make and meet friends
 - somewhere to develop and learn about ourselves, our emotions, and how we relate to, and respect, others

Every day of absence is a day of lost learning → 1 day absent per fortnight = 1 year of lost learning by S3



Attendance is everyone's responsibility – what's your role?

Learners should:

- take personal responsibility for attending as often as possible
- try not to be late
- engage in all aspects of the life of the school including learning and other social activities
- contribute to the daily life of the school and encourage peers to attend

Parents and carers should:

- ensure their child understands the importance of education and attendance
- support their child to attend as often as possible
- notify the school as soon as possible when their child is unexpectedly absent
- work with staff to minimise absence and reduce any barriers to attendance

- book medical appointments outside school hours where possible and give advance notice if an absence is unavoidable
- keep the school up to date with telephone numbers and emergency contacts

Staff should:

- proactively develop respectful and supportive relationships that support a positive ethos and culture
- regularly promote good attendance through lessons, assemblies, informal and formal conversations, and events
- make learning interesting and relevant and 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
- respond sensitively to learners and parent/carers when exploring attendance concerns

Senior Leaders should:

- prioritise attendance and punctuality
- promote attendance through policies, documents, training, meetings and communications
- improve overall attendance and reduce lateness through supportive interventions
- follow-up on all absences and identify and investigate patterns of absence
- ensure consistency in practice that supports attendance and engagement

Partners will:

- Work with learners, parents/carers and staff to maximise learner participation in education
- Contribute to attendance support planning
- Where possible, attend meetings and catch-ups relating to attendance and prioritise these
- Be clear on what the offer is from your organisation/setting
- Communicate when things are not going well and be solution focussed to mitigate issues
- Ensure that records and or recordings are accurate and are shared timely with appropriate colleagues
- Provide local knowledge to establishments to help them better understand circumstances affecting attendance
- Build capacity of other staff to utilise different approaches to improve attendance
- Support community-based planning to improving attendance through alternative curriculum offers

We promote attendance in our school by:

- building relationships and prioritising wellbeing and care
- being inclusive and rights respecting
- involving learners in all aspects of learning and the life of the school including improvement planning and policy making
- having a curriculum which is relevant, engaging, and meets the needs of all our learners
- using a range of teaching styles and approaches that cater for different learning styles - pedagogy
- all adults promoting attendance as well as having specific adults to help learners and families who may need a little bit of extra support – pupil support
- treating parents and carers as partners in supporting attendance - Parent/Carer Engagement and Involvement
- linking into other supporting structures such as Assemblies, Parent Councils, Family Community Supports, Other School Policies etc. More detail about these supports can be found in the school handbook.

Absence is likely to affect all children at some point in their life at the school. The school will follow up all instances of lateness and absence to make sure that everything is OK and learners are safe. To contact parent/carers we may use text, email, phone call or letter. When absence becomes a concern then the school will begin an assessment process, in consultation with learners and parents or carers, to explore the reasons behind the absence and to offer supportive interventions if appropriate.

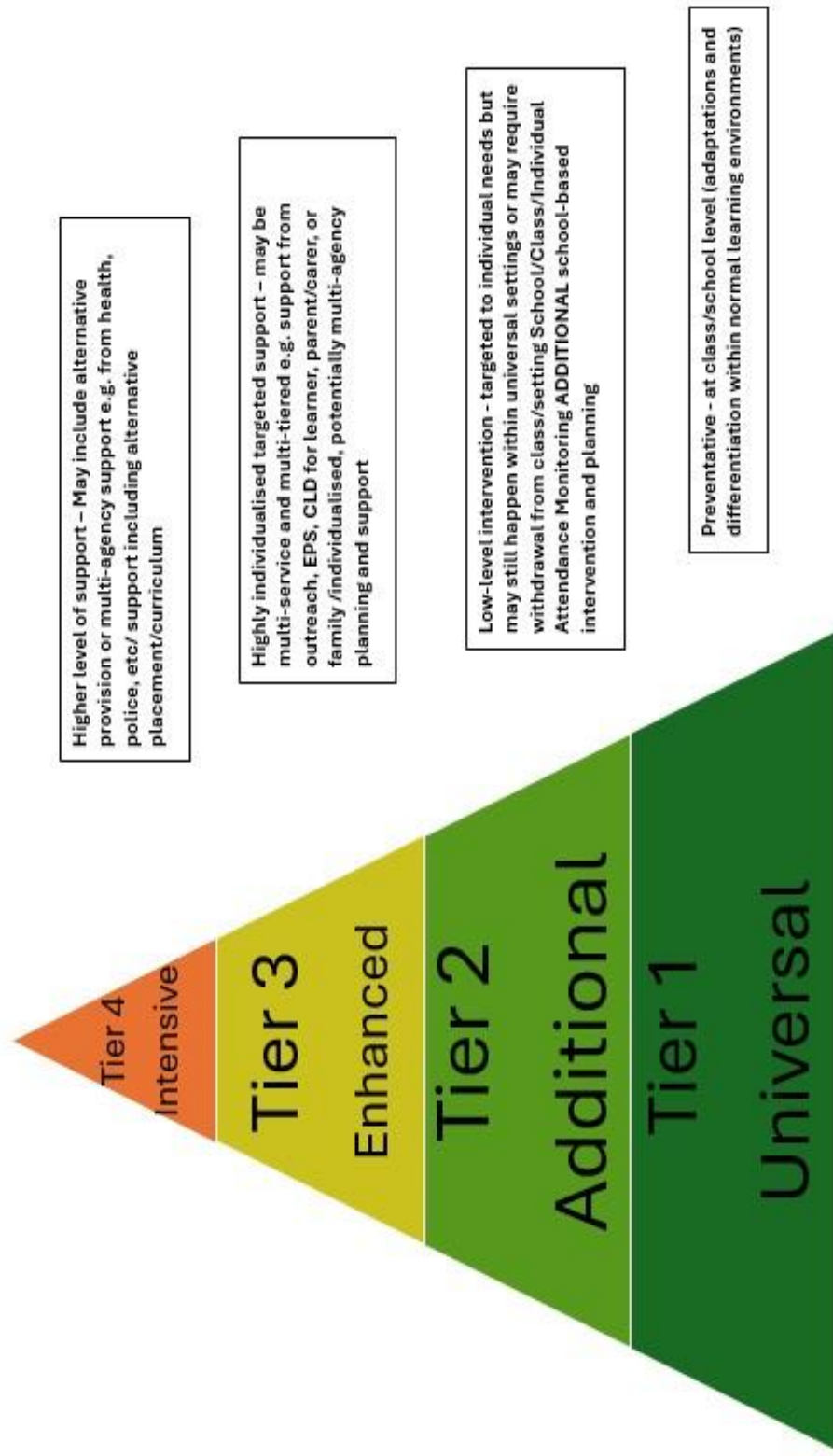
When absence becomes a concern, we support learners and their families through a tiered approach:

- TIER 1** **UNIVERSAL** and preventative approaches – this may include adaptations within the normal learning environment in addition to all the approaches listed above that promote attendance.
- TIER 2** **ADDITIONAL** school-based supports and planning – this will involve trying to establish the specific reasons for the non-attendance and then trying to provide support to reduce barriers to engagement or attendance. Learners and parents will be involved in this assessment and planning. Examples of support include peer mentoring, establishing a link with a supportive adult for check-ins, a safe space, some withdrawal from class for short term targeted pieces of work to build confidence, understanding or skills, relationship building or repairing, or catch-up learning after an absence.
- TIER 3** **ENHANCED** individualised, potentially multi-agency planning and support – this may involve a more focussed assessment of needs with supporting services such as Educational Psychology, Speech and Language or allied health professionals, Young Carers Service, and/or Youth/Social/Community/3rd sector partners. All partners involved will work together to create a package of supports. This may involve some Stage 1 & 2 supports and some more specific supports such as befriending, counselling, personal development or health related programmes, vocational training, volunteering, work experience, family learning and/or family support programmes etc.
- TIER 4** **INTENSIVE** support – this may include an individualised timetable or flexible programme, community-based support for the learner or their family, more intensive wellbeing or mental health supports, a split placement between school and an alternative learning provision either within or out-with the school, or an alternative placement.

For more information or help:

- Learners – talk to an adult, see school posters, listen in assemblies and in class
- Parents/carers – contact the school, attend parent evenings/meetings, join Family Learning sessions, see our information leaflets, school handbook and/or our website
- Staff – ask a colleague/manager, consider further professional learning, see Local Authority Policy/Operational Guidelines

Inverclyde: Tiered Response to Supporting Improved Attendance



Tier 1 Universal – Preventative – at class/school level (adaptations and differentiation within normal learning environments)

Who	What	Prompt Questions	Additional Resources
Practitioners	• Use Inverclyde Audit of systems for Attendance (annually) to ensure effective strategic practice is in place. • For whole class/school level review of wellbeing you may use CIRCLE inclusive Classroom scales, Glasgow Motivation and wellbeing profiles or Wellbeing Indicators. • Learner's views are gathered through discussion with a trusted adult. Parent/carers views and concerns are also sought. • Data Calendar and analysis tracker (appendix 8.10) • 'Push-pulls' to school factors should be considered in supporting all learners when supporting improved attendance and understanding absences.	• What is the reason of the absence? • What are the barriers to attendance? • Are there partners in attendance/period truancy? • Are they an identified triggers to non-attendance? • Can action be taken to minimise triggers? • How are learners coping with the curriculum.	• Resources available via Inverclyde PASE Web Blog • Inverclyde's Audit of Systems for Attendance • Glasgow Motivation and wellbeing profile • Group Call • Raising awareness of attendance posters, leaflet and letters • Letter for Attendance Stage 1 – Letter A (Local Stage 1 – Letter A (Local Authority target 95%))
Additional Support Planning	• Effective use of attendance data to identify trends in attendance/absence • Effective analysis of attendance data to better understand the “push/pull” factors to school • Robust tracking and monitoring to support decision – making • Positive relationship and ethos to support increased engagement and motivation • High quality learning, teaching and assessment evident, leading to improved engagement and motivation • Review of curriculum to support all learners • Extra – curriculum offers to support attainment and wider achievement.		

Tier 2 Additional – Low-level intervention – targeted to individual needs but may still happen within universal settings or may require withdrawal from class/setting/School/Class/Individual Attendance Monitoring ADDITIONAL school-based intervention and planning

Who	What	Prompt Questions	Additional Resources
Practitioners, Pastoral Support and potentially Senior Leaders	- Review universal supports already tried to evaluate what has and has not worked - If required, re-engage with the learner to explore their views and experiences in school - Use open questions and collaborative problem solving - Consider using assessment tools from Tier 1, in addition the following may be helpful to create a deeper understanding the reasons for non-attendance - Inverclyde's School Attendance Difficulty Scale (Parents/Young People) (include scoring system) - Inverclyde's Push/Pull Factors worksheet - Lancashire EBSA doc Appendix E (which focuses on the school environment and social situations) - Encourage Young People to engage with the 'pupil page' (visme) resource to develop agency - Seek parent/carers understanding of their role in supporting attendance and any support they may need - Consider consultation with link educational psychologist (EP) and/or partner agencies for advice	- What are the learner's strengths, interests and aspirations? - When do things go well? - What makes the difference? - Are there health concerns? - Should school liaise with school nurse? - Are there specific barriers that need to be worked on? e.g independent travel. - How can these be addressed - How does the family model positive coping skills? - Are family supports required? - What supports would the family engage with?	- Resource available via Inverclyde PASE Web Blog - Inverclyde's Audit of Systems for Attendance - Glasgow Motivation and wellbeing profile - Groupcall - Letter for Attendance Stage 2 – Letter B (Local Authority target 95%)
Additional Support Planning	- Identify key link person in the school. This should be an adult with whom the learner has an existing positive relationship. Identified link should be agreed with the child or young person. - Continue to build positive relationships with the child, young person and family, engaging in dialogue regarding barriers to attendance and how these could be overcome. - When appropriate and timely, use existing relationships and school level supports to minimise intrusion and potential disengagement due to perceived stigma - Recognition of improvements in attendance at an individual and school level may be helpful.		

Tier 3 Enhanced – Highly individualised targeted support – maybe multi-service and multi-tiered eg support from outreach, EPS, CLD and learner, parent/carer, or family/individualised, potentially multi-agency planning and support

Who	What	Prompt Questions	Additional Resources
Practitioners, Pastoral Support and potentially Senior Leaders but may also involve other Agencies/Services	- Consider using assessment tools from Tier 2 - Regular review of effectiveness of current plan/child's plan (short timescales eg every four or six weeks) including : - The barriers to attendance(these may have changed over time) - Ensuring barriers are addressed and supports meet individual needs - Consider using Inverclyde's School Attendance Difficulties questionnaire to better understand function of non-attendance – pupil and parent version aids triangulation - Consider support needed in school, at home and for parents and who is best placed to provide this - Consider a referral to other agencies for support - The key link adult continues to engage with the learner to help them express their views and supports them to be at the centre of the planning and review process. This should not only focus on learning but more broadly on interests, strengths and aspirations	- Is educational progress being made? If so where, when, with whom...? - Are targets and supports addressing wellbeing? - Are there small achievable targets agreed and regularly reviewed. - Are there opportunities for progressing integration through small groups or split placements (attending some classes with some time in alternative space)? - To what extent are social and community links being maintained? - How can this be improved/built on? - Are supports effective? - Are they being implemented appropriately and everywhere? - Is the support consistent?	- Resources available via Inverclyde PASE Web Blog - Inverclyde's school attendance difficulties questionnaire - Glasgow Motivation and wellbeing profile - Groupcall - Letter for Attendance Stage 3 – Letter C
Additional Support Planning	- School continues to have an overview of learner needs and responsibility for the school's role in the agreed plan. Assessment at this level will be collaborative and may draw on specialised assessments from partners - With young person's/parental permission, consider whether information should be shared with GP/CAMHS - Consider using a creative, individualised approach. This may include using alternative curricular activities, flexible pathways, involving partner agencies in supporting the learner and/or family, and considering alternative locations for interventions. - If the learner is on part-time timetable, refer to part-time timetable guidance (Appendix8.10) and ensure that is regularly reviewed. Part-time timetables require careful consideration and should not be used as a standalone intervention for attendance difficulties. - Consider compulsory measures – referral to the ASG/SCRA		

Tier 4 Intensive – Higher level of support – may include alternative provision or multi – agency support e.g from health, police, etc/support including alternative placement/curriculum

Who	What	Prompt Questions	Additional Resources
The agencies involved. The name person is responsible for coordination of supports	- Multi – agency assessment/intervention should be integrated to support holistic understanding of needs - Ongoing and regular re-assessment of the barriers to attendance, the function of non-attendance and the effectiveness of interventions.	- Are planned supports appropriate and effective - Are there issues with implementing the supports? - Is education the priority or is health and wellbeing? - Are the targets/supports also addressing wellbeing needs? - Have the learner's views been properly considered? - Are goals meaningful to the learner/parent/carer? - Do targets need to be made smaller and more achievable? - Are they reviewed regularly enough? - Are key relationships being maintaining/strengthened? - Are there opportunities to further/accelerate integration back into school? - Or could wellbeing/learning goals be better met in a different context (eg. community setting?) - Are social and community links being built/maintained/strengthened?	- Resources available via Inverclyde PASE Web Blog - Inverclyde's Audit of Systems for Attendance - Glasgow Motivation and wellbeing profile - Group Call - Letter for Attendance Stage 4 – Letter D/E
	- If attendance and engagement continue to deteriorate, more intensive supports should be considered including: - An individual timetable/ flexible programme - Access to an alternative learning provision/ location - Alternative placement may be considered - Community-based support - Structured graded exposure plan in cases of emotionally based absence/ school-related anxiety - Individualised planning continues to focus on addressing needs and includes a focus on: - Maintaining key relationships - Key supporting adults having the resources/ time they need - Short term manageable goals with awareness of how these contribute to long term goals - Review timescales and reflect on level of need/ risk - Consider wellbeing/ welfare checks in order that the child or young person is seen at least weekly - Consider Sustained Emotionally Based School Avoidance (EBSA) intervention. - Consider whether a co-ordinated support plan is required - Consider compulsory measures – referral to the ASG/ SCRA		