

NDHS Maximising Attendance

Attendance Matters



In Notre Dame, we know that all absence impacts attainment. Research suggests that all forms of absence (truancy, illness, exceptional domestic circumstances and holidays) negatively impact achievement and attainment. Poor attendance at school, whether due to absenteeism or exclusion, leads to multiple social, educational and lifelong socio-economic disadvantages.

We hope that we can work together to ensure that all our young people are maximising their school attendance.

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1. Principles

- All children and young people have a right to education; and education authorities have a duty to provide education.
- 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 school in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

[Taken from Included, Engaged and Involved Part 1 – Education Scotland]

2. Roles and Responsibilities – Teachers, Parents/Carers and Pupils

The role of the Registration Teacher

Each morning, Register Teachers welcome pupils to school and perform an important, pastoral role. Daily contact enables them to build positive, trusting relationships with young people and to notice changes in a young person's wellbeing. The Registration teacher will enable young people to make the most out of school and encourage them to access opportunities available to them. They should employ a balanced approach of nurture and structure to ensure that students are ready for the day.

Registration teachers should:

- Support young people to say the school prayer. The school prayer should be displayed on whiteboards to enable all young people to say it together.
- Complete the register accurately. If a pupil is not present, they should be marked as 'TBC'. If a pupil arrives after the register has been completed, the TBC code should be changed to 'Late'.
- Share the announcements from the daily bulletin with the young people in the class and encourage them to participate when appropriate.
- Issue letters and information via pupils to parents and carers.
- Re-register pupils at the muster point in the event of an emergency evacuation from school.
- Liaise closely with the relevant Principal Teacher of Guidance and pass on any well-being concerns

Assembly

Each class usually attends a weekly assembly in the hall on the same day each week. Registration teachers should meet their classes in the hall and complete a paper copy of the register which the relevant member of SLT will bring which should then be handed in to the main office. Alternatively, registration teachers may use their laptop at assemblies to complete attendance on SEEMiS. Registration teachers should remain with their classes until the period 1 bell goes at 9am.

The role of the Class Teacher

All teachers should ensure that the register is completed accurately. Registration is a legal requirement, and records of authorised and unauthorised absence may be used at Children's Panels, the ASN Monitoring Forum or to justify the authorise or decline the award of EMA bursaries.

The delivery of high quality teaching and learning which engages young people is a recognised 'pull factor' which encourages young people to attend school regularly. Nurturing positive relationships based on our values of belief, perseverance and respect creates an environment where pupils feel safe and have a sense of belonging. Opportunities for wider achievement in school through sport, music, drama, Duke of Edinburgh and extra-curricular clubs and activities help create a sense of fun and facilitate the creation of bonds between learners.

Class teachers should display unconditional positive regard to all pupils in their class.

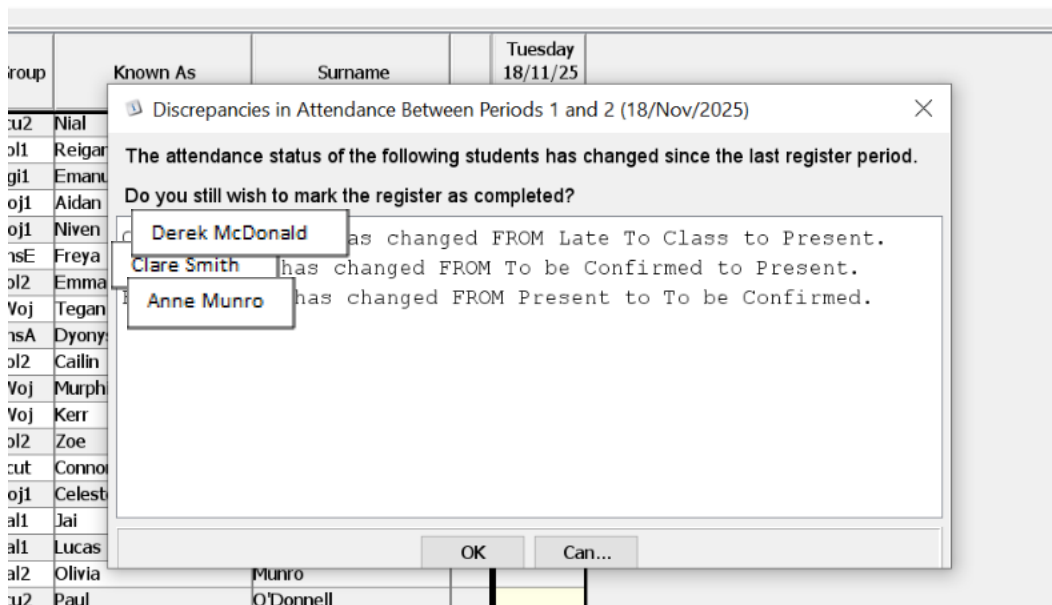
- Encourage young people to attend classes and ensuring learners are aware of the close link between attendance and positive wellbeing outcomes, including attainment.
- Complete register using SEEMiS **within 10 minutes** of the start of each period. Teacher should count the number of learners in class and ensure that this tallies with the number on register.
- Paper copies of registers should be available, and in the event that SEEMiS is not working, a completed paper copy should be sent to the office.
- If a learner is **not present in class, they should be marked as 'TBC'**.
- If a learner arrives **late to class, the LTC code should be used**.
- An attendance check should be completed at the end of the period.
- It is recommended that class teachers keep their own attendance record (or at least a note of young person absent) as PTGs may request clarity when reconciling TBCs.

Cover Teachers without SEEMiS access

- Within departments, staff should support supply teachers to complete paper copies of registers using SEEMiS which can then be uploaded by a colleague.
- If no support is available, cover teachers should send a list of pupils present to the main office.

Dealing with discrepancies

- If a learner is marked 'TBC' and this is flagged up as a discrepancy, a **discrepancy slip** (see example at end of document) **should be completed and brought to the office** (unless requested to email a member of office staff/St Philip's about the learner) at teacher's earliest convenience. **Other pupils should not be sent to the office to hand in discrepancy slips.**



E.g. for above, a discrepancy should be written for Anne but not Clare or Derek.

If a learner leaves the class during the period and does not return, an email should be sent to the NDHSofficestaff@notredame.inverclyde.sch.uk

Additional Information:

- If a register is not completed, the default is 'present'
- If you are looking back at your register and the 'complete' button is available, **this does not mean that your register hasn't been completed** earlier but it does allow you to make any changes.

Pupil responsibilities

- Pupils have a responsibility to attend school on time, after lunch and for each period.
- Pupils who are unwell during the day, should report to the Guidance office. If a member of Guidance staff isn't there, they should report to the main office. A member of staff will call their parent or carer to arrange for pupils to be collected from school.
- Pupils should not leave school without permission, nor should they contact the school office themselves to request collection from school. This must be done through school staff to ensure that the school is aware of any pupil leaving school during the day.

Parental responsibilities

- Parents and carers should encourage their child to attend school regularly and on time.
- It is the responsibility of the parent/carer to inform the school of their child's absence, giving the reason for absence on the first day.
 - o By telephone (call 01475 715150)
 - o Using the Parent Portal App
- Student appointments during the day should be minimised as much as possible. If an appointment is necessary, contact should be made with the school office and the time recorded as a permission (PER). If a young person is going to be absent for a whole day to attend this appointment, this should be recorded as Medical or Dental Appointment Whole Opening (PWO).

3. **Office Staff**

- Responding to parents/carers phonecalls and emails notifying school of any planned or unplanned absences and updating SEEMiS attendance as appropriate
- Latecoming. Ensuring that latecoming to school is recorded on SEEMiS
- Issuing messages to parents/carers if a young person is marked as TBC via groupcall email (this usually syncs with SEEMiS at either registration or period 1) at 9.30am
- Updating St Philip's staff of any pupil absences (via PTG message book)
- Supporting St Philip's staff with managing TBCs throughout the school day (responding to emails from staff/discrepancies)
- Identifying patterns of incomplete registers and issuing general reminders
- Changing any TBC codes to UNA after 1 week for all learners
- Contacting parents/carers of 'vulnerable pupils' if they are marked TBC by the end of period 2. If they are not able to reach parents/carers by this time, passing onto St Philip's staff including CP Coordinator.
- Contacting parents/carers of 'vulnerable pupils' if flagged as a 'TBC' discrepancy throughout the day.
- Liaising with Lomond View, West College Scotland and consortium schools to update registration.
- Updating SEEMiS attendance accordingly as directed by PTGs or SLT.

4. **Daily Procedures – Attendance Management**

Period 1 class teachers should complete registers on SEEMiS by 9.10am (assembly exception). If there are registers that have not been completed by this point, office staff will issue email reminders to teachers.
Office staff to issue an email message (truancy call) to parents/carers for any pupil with an unexplained absence at 9.30am.
'Vulnerable pupils' should be called immediately and repeatedly until contact is made by a member of office staff.
If, by 11am a reason for absence cannot be obtained for any pupil on the vulnerable list, the name should be emailed to DHT Wellbeing (copying in relevant PTG) and agencies may be informed (SW or Police Scotland) if appropriate.
If contact has not been possible for any pupil for two consecutive days and all contacts have been telephoned with messages left, the name should be emailed to DHT Wellbeing by PTG.
Period 5 registers should be complete by 1.30pm.
Office staff to issue an afternoon text message (truancy call) to parents/carers for any pupil with an unexplained absence at 1.45pm.
PTGs will run an anomaly report at the end of each day.
If a pupil has been marked TBC at the end of the day, attempts should be made by PTG to contact parent/carer/emergency contacts.
PTGs to issue the standard email message for any pupils who have been marked TBC for at least one period during the day.
Class teachers to complete discrepancy slips for 'TBCs' and bring to the office. Office staff to double check if another code should be used [eg pupil is working with a partner agency 'in school but not in class, or medical/dental appointment]. Unactioned discrepancies to be followed up by PTGs.

5. Weekly Procedures – Attendance Management

PTG to continue to follow up on TBCs throughout the week at registration in houses and during the day. Actions to be recorded in SEEMiS pastoral notes.

College attendance will be communicated from college to the school (PTG college link). College attendance to be forwarded to relevant PTGs and office staff to update SEEMiS attendance.
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Interventions. If a learner is engaging in an intervention (focus group, wellbeing, ASN etc) their attendance should be recorded as 'in school but not in class'.

Any patterns of non-attendance in a particular subject should be referred to the appropriate Principal Teacher in the first instance. If there are persistent or wider pastoral concerns relating to the non-attendance, this should then be passed by the department to the PTG.

6. Flexible Timetables

For some learners, it is not possible to attend school full time. This could be due to poor physical or mental health, challenges in accessing the curriculum or some other reason. In these circumstances a flexible timetable may appropriate which may include time in school, at college, work experience or at home.

It is the responsibility of the chair of the TAC meeting when the flexible TT is agreed to update a pupil timetable if a pupil has flexible timetable arrangements. A copy of the timetable should be printed, and noted where the pupil should be for each period of the day, including the appropriate attendance codes and timescales. This should be passed to office staff who will update SEEMiS. All TAC minutes, including detail of flexible timetable should be saved in St Philip's – TAC minutes.

The filename should be the pupil initial and surname, followed by the date eg CSmith011224

Request for flexible TT should be submitted to the ASG and should be completed by the relevant PTG.

7. Stella Maris Department/Support for Learning

Pupils in the Communication and Language Department who attend mainstream classes should be included in the procedures as per the rest of the school with their attendance monitored daily by the Principal Teacher of the Communication and Learning Department.

For pupils who attend classes in the CLD base or Support for Learning department, paper copies of registers should be available so that there is clarity around who is expected to attend each class.

If classes do not appear on SEEMiS, attendance should then be recorded by class teachers using the 'general registration' tab on SEEMiS or by sending a paper copy of the attendance to the main office.

If a Stella Maris learner is attending classes in Stella Maris whilst also on a mainstream register, their attendance should be recorded as 'in school but not in class'

8. Role of Principal Teacher of Guidance – Attendance Management

It is the responsibility of the Guidance teacher to review the attendance for their caseload and ensure that attendance is accurate. TBCs for individual periods or unexplained absences should be addressed with individual students and subsequent contact made with parents/carers as to the reason for non-attendance. TBCs should be changed by PTG following conversation with learner and/or parent/carer. Any pupil identified as vulnerable should be included in the vulnerable list.

Criteria for vulnerable pupils:

- Any learner currently under a compulsory supervision order or on child protection register
- Any learner with an active 'safe plan' or whose mental health places them at risk
- Any learner who is at risk of truancy
- Discretion of St Philip's staff

Positive relationships and early intervention are key to ensure that patterns of non-attendance do not develop.

Latecoming is also an early warning sign that attendance may be a future concern. Latecoming letters should be issued if appropriate.

Principal Teacher of Guidance at Registration

Registration classes are arranged in 'Houses' and the relevant PTG should attend their house area to support the registration process. This enables informal check-ins to take place and positive relationships to be developed within each of the Houses.

Daily procedures

The 'Decision making tree for unexplained absences' should be used as a reference for action but in addition:

Attendance	Action by PTG
Learner marked TBC	Contact with home (call or standard email) and discussion with pupil on return to school. Attendance codes updated positively if appropriate.
Learner marked TBC for two consecutive days	PTG to attempt to contact all emergency contacts on SEEMiS. If no response, PTG to inform DHT year head or DHT Wellbeing.
Less than 90% attendance	Attendance letter 1
If no improvement in 4 weeks	Attendance letter 2 inviting parent/carer, young person and PTG to attendance review meeting. (Either in person or over the phone). A plan with agreed attendance targets should be set and a review point. Wellbeing supports offered if required.
If agreed targets are not met and attendance continues to be a concern.	A TAC should be held with DHT and a single agency plan created.

Tracking attendance

On a monthly basis, each student's attendance percentage should be reviewed using the attendance tracker spreadsheet. If attendance falls below 90%, appropriate interventions should be made to help improve a young person's attendance. These interventions could range from a call home, a letter home noting the concern, a parental meeting, or a request for support from one of our partner agencies. The intervention should be noted on the spreadsheet.

Single Agency Plans

When creating a single agency plan for a learner, attendance should always be included in minutes and closely monitored to assist in the evaluation of any intervention employed. A single agency plan should be created for any learner with less than 20% attendance.

PTG will also have the responsibility of authorising Educational Maintenance Payments by ensuring that they satisfy the terms of their learning agreement and in particular, attend 100% of their classes.

9. Role of DHT Pupil Support – Attendance Management

The DHT with responsibility for pupil support should ensure that the attendance tracker is updated monthly and is accessible for PTGs and year heads. Each month, the DHT will chair the House Meetings with PTGs and HT. The DHT will monitor the impact of strategies in place on improving attendance. The DHT will also track the attendance of targeted cohorts (young people impacted by poverty, CEYP, high risk list etc) using the school attendance tracker.

Attendance should be discussed termly at SLT meetings to review and examine the impact of the interventions put in place and discuss trends in particular groupings.

DHT pupil support will respond to vulnerable pupil list concerns.

10. Appendices

[Vulnerable pupils list.xlsx](#)

[Attendance Absence Coding Guidance.xlsx](#)

[Flexible Timetables](#)

[Discrepancy slips](#)