

Organisational Development, Human Resources and Performance

Inverclyde Attendance Policy

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1 INTRODUCTION

1.1 EXECUTIVE SUMMARY

This policy and associated guidelines apply to all educational establishments in Inverclyde and are relevant to all children and young people. *Education staff, stakeholders, and partner agencies have been involved in the production of this policy.* Whilst this policy refers to schools, it is intended that many of the processes and practices should be in place within all educational establishments including early years.

1.2 BACKGROUND

School attendance is a growing concern for educators and services working with children and young people both nationally and internationally. The COVID-19 pandemic created huge disruption for children, families, and educators. We recognise we must increase the 'pull' factors back to our schools to compete with the range of factors that can compound absence. Since the pandemic, Inverclyde council has been developing practices to both maximise attendance and reduce absence as well as improve engagement in learning once in school. We have a solid foundation to work from and many examples of success but are always on a journey to continually improve.

1.3 STRATEGIC CONTEXT

This policy supports delivery on the Council Plan 2023/28 in relation to the following outcomes –

- Outcome 1.1 Our young people have the best start in life through high quality support and education
- Outcome 1.2 Gaps in outcomes linked to poverty are reduced
- Outcome 1.3 People are supported to improve their health and wellbeing
- Outcome 2.1 Communities are thriving, growing and sustainable

This policy has been developed over a 12-month period of focus groups involving a range of stakeholders from our community so we can learn from different perspectives. The complexity and inequity of attendance highlights the need for effective partnership working at all levels of the education system. We have also drawn from the existing Attendance Policy, national Scottish legislation and guidance and established an emerging evidence base for best practice in improving school attendance.

1.3.1 Policy guidance context for Attendance and Absence management:

- [Getting it right for Every Child](#)
- [Curriculum for excellence](#) – specifically, HWB Responsibility of All
- [National Improvement Framework](#) – particularly, children's rights and HWB priorities
- [National Guidance for Child Protection in Scotland 2021 - updated 2023](#)
- [Education of children unable to attend school due to ill health: guidance 2015](#)
- [Children Missing from Education Guidance](#) for local authorities
- [Included, engaged and involved part 1: promoting and managing school attendance](#) 2019
- [Included, Engaged and Involved – Part 2 – preventing and managing school exclusions](#) 2017

- [Developing a positive whole school ethos and culture: relationships, learning and behaviour 2018](#)
- [Supporting Children's Learning – Code of Practice](#)
- [Home Education Guidance](#)
- [Guidance on the Scottish Schools \(Parental Involvement\) Act 2006](#)
- [The Curriculum for Excellence](#)
- [The National Improvement Framework for Scottish Education's](#)
- [How Good is Our School Frameworks](#) and [How Good is OUR School?](#)
- [Respect for All: National approach to anti-bullying](#)
- [School Handbook Guidance \(2012\)](#)

1.3.2 Parental Duty

Parent/carers are legally responsible for making sure a child is educated by attending school or otherwise. Once enrolled in school, the law says the child must attend school unless the parent has the permission from the local authority to withdraw their child (refer to [School attendance: a guide for parents](#)).

1.3.3 Local Authority Duty

Schools (as agents of the local authority) are legally responsible for asking parent/carers why a child or young person is absent. The local authority has a duty to make special arrangements for children and young people granted an exemption from the obligation to attend school (see [Education of children unable to attend school due to ill health: guidance 2015](#)).

Local guidance has also been considered in relation to the Inverclyde context and has resulted in the creation of:

- Inverclyde's Attendance Strategy (2024-2026)
- this document, Inverclyde's Authority Attendance Policy (2024).
- Inverclyde's Attendance Policy guide for parents and carers (2024)
- Inverclyde's tiered approach to supporting attendance (2024)

1.4 LINKS TO LEGISLATION

This policy is supported by a variety of Inverclyde local action plans and policies highlighting the importance of a collaborative and whole-system approach. These key documents inform practice in Inverclyde and contribute to the creation nurturing and engaging environments for all attending. Some of these include the following:

- Trauma Informed and Responsive Practice Strategic Plan (2023-2026)
- Parent Engagement Strategy (2022-25)
- SEF Plan (2024-26)
- Children's Services Plan (2023-26)
- Education Services Improvement Plan (2024-25)
- Health & Wellbeing Plan (2024-26)
- Senior Phase transition guidance (2024)
- Relationships policy (2019)
- Anti-bullying policy (2020)

1.4.1 National policy context

This local work has evolved from national frameworks, guidance and legislation that specifically makes reference to how we maximise attendance and minimise absence.

- [Getting it right for Every Child](#)
- [Curriculum for excellence](#) – specifically, HWB Responsibility of All
- [National Improvement Framework](#) – particularly, children’s rights and HWB priorities
- [National Guidance for Child Protection in Scotland 2021 - updated 2023](#)
- [Included, engaged and involved part 1: promoting and managing school attendance](#) 2019
- [Included, Engaged and Involved – Part 2 – preventing and managing school exclusions](#) 2017
- [Developing a positive whole school ethos and culture: relationships, learning and behaviour](#) 2018

1.4.2 Legislative context for Attendance and Absence management:

- Education (Scotland) Act 1980
- Standards in Scotland’s Schools etc. Act 2000
- The Education (Disability Strategies and Pupil Records) (Scotland) Act 2002
- The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009 & 2018)
- Scottish School (Parental Involvement) Act 2006
- The Equality Act (2010)
- [The Children and Young People \(Scotland\) Act \(2014\)](#)
- [UNCRC \(Incorporation\) \(Scotland\) Act 2024](#)
- European Convention on Human Rights – Article 2 of Protocol 1 ([guidance](#) updated in 2022)

1.5 AIMS

- 1) This policy provides guidance to establishments on procedures that support attendance and reduce absence.
- 2) This policy will provide legal guidance that educational establishments should follow to maximise attendance.
- 3) This policy will contain supporting guidance that can be implemented with greater flexibility, based on the school context.
- 4) The policy will reflect the collaborative approach with partners and families that is required to support attendance and reduce absence in our educational establishments.

1.6 LINKS TO CORPORATE GROUPS

- a) Children’s Services Plan Oversight Group
- b) Inverclyde Child Poverty Action Group

2 SCOPE

This policy and associated procedures are applicable to all staff who lead and support education policy context for improving attendance:

- Local Authority Lead
- Senior Leadership Teams

- Teachers and practitioners
- Support Staff
- Relevant Partners

3 POLICY CONTENT

Part 1 - Policy

- Introduction
- Context and Legislation
- Promoting Good Attendance

Part 2 - Procedures to Improve Attendance

- Supporting attendance and reducing absence
- Measures for compulsory compliance (IEI Pt1)
- Monitoring & evaluation of Policy
- Support for establishments in developing their own policy (Guidance and Exemplification)

Part 3 - Appendices

3.1: Part 1 – Policy

a) Introduction

3.1.1 Terminology and Thresholds

Language shapes our understanding of the barriers towards attending school. Ensuring we use language that isn't embedded with assumptions is fundamental to effectively and respectfully working together. In Inverclyde we have drawn from academic research that has focused on the views of children and young people, along with Scottish government guidelines on attendance thresholds.

This has led to simplifying our terminology to:

3.1.2 Persistently absent (attendance falling below 90%)

Scottish Government considers pupils to be 'persistently absent' if their attendance falls below 90%. This threshold initiates school's tiered approach to maximise attendance and support absence. An attendance rate of 90% is the equivalent of missing one school day every two weeks or 19 days in an academic year.

3.1.3 Severely absent (falling below 50%)

Children who are severely absent miss 50 % or more of possible sessions. This is equivalent to missing every morning at school or 95 in an academic year. .

3.1.4 What is attendance?

In Scotland, attendance is defined as **participation in a programme of educational activities arranged and agreed by the school** (IEI1 - Included, Engaged and Involved Part 1 p10)¹, including:

- Attendance at school
- Learning outwith the school provided by a college or other learning provider while still on the roll of the school
- 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 (see IEI section 4.3)
- 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, (e.g. TAC minute)
- The type of education being offered (e.g. virtual, vocational, etc)
- The reasons why the learner is not receiving their full entitlement (e.g. health reasons)
- A plan for reviewing and improving this offer as the needs and capacity of the learner changes.

3.1.5 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 beyond 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 local authority guidance². **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 a local authority threshold).

3.1.6 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

¹ In national guidance (IEI1) the word 'schools' is used however this term should be viewed as referring to any setting, including ELC and non-mainstreaming provisions, where education, planned by the local authority, takes place, for any age of learner.

² Local authority guidance defines the codes for recording absence as either authorised or unauthorised. For national reporting local authority codes are mapped onto a smaller set of national codes linked to IEI1.

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

Peaks in non-attendance are particularly associated with key transitions, so it is important to pay attention to attendance at these points. For example:

- At the start or end of a new school year, particularly from P7 to S1
- Prior to or following school holidays
- At the start of each new week
- On a pupil's return back from a period of absence, ie if this isn't support in some way, even if just unconditional positive regard, this could trigger further reoccurrence of the absence. This is particularly important the first time this happens.

Schools need to be proactive in monitoring attendance and noticing any patterns that arise. This should also include a clear focus on period by period monitoring in the Secondary context.

3.1.7 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 have the right to get the support they need to benefit fully from their education and fulfil their potential.
- Parent/carers are legally responsible for making sure a child is educated by attending school or otherwise.
- 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 in order 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.
- Early identification of issues relating to attendance is key. Where children have severely low attendance then clear single and multi-agency planning should be in place.

b) Context and Legislation –

3.1.7 See Section 1.4

c) Promoting good attendance in Inverclyde

3.1.8 The Attendance Strategy (2024-2026)

The Attendance Strategy (2024-2026) identifies 4 key strategic themes that are integral to a whole-system improvement in school attendance. These are:

1. Reviewing policy and implementation.
2. Ensuring the views of children and young people are central planning.
3. Effective Interventions
4. Effective and accurate use of data

These 4 strands ensure interventions interact between 3 different systems of in order to implement change, they are:

- Improving school culture
- Improving systems to maximise attendance
- Improving practice that maximises attendance and minimises absence.



The themes should be considered as cogs which support one another. There is no 'silver bullet' to addressing absence and all three themes should be activated for positive change. Scottish Government (2019b)

3.1.9 Culture

The following should be considered when developing a positive culture for attendance:

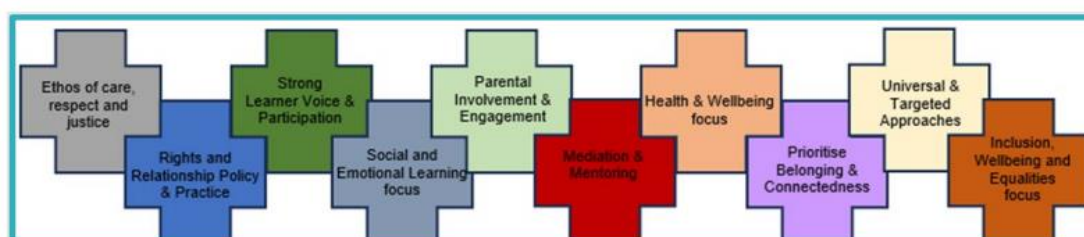
- clear leadership on promoting attendance and reducing absence
- ensure all stakeholders (pupils, parents, partners and the wider community) understand the importance of attendance and promote it
- equity and inclusion are embedded
- feelings of safety and belonging are prioritised
- compassionate, flexible relationships - strong connections with significant adult(s)
- families, partners, and community members are valued equally and collaborate to support wellbeing
- support families to build their confidence

- cross-sector working - avoiding a discrete problem-solving approach
preventative (universal) and intervention (targeted) approaches are balanced.

3.1.10 Systems

The following should be considered when reviewing systems to support attendance:

- effective use of data to identify early warning signs – triggering support at an 'early' stage
- rigorous tracking and monitoring of all absences
- analysis of 'actionable data'
- identify history of absence
- highlight absence through a range of lenses eg, types of absence, trends, groups (eg, care experienced children and young people, young carers, anxiety-based absence), 'pedagogical avoiders,' environmental factors (including using SEEMiS coding effectively).
- systems (including attendance policies and procedures) are reviewed and implemented consistently by all team members and across sectors
- multi-dimensional, multi-tiered system (a spectrum) of support (including Scottish Children's Reporter Administration)
- effective partnerships
- evidence-based support approaches
- whole school approaches (see example in diagram below)



Updated from Hopkins (2004)

3.1.11 Practice

The following should be taken into consideration when reviewing practices to support attendance:

- adopting a 'long-term view'
- aligning to values and culture
- supporting individuals and families by getting it right for every child
- reflecting the views of the young person
- curriculum flexibility and learning pathways
- families referred to low income supports
- prioritising social and emotional support
- building connections with a key person(s) e.g., mentoring
- providing flexibility in learning and teaching, environment, and curriculum
- high quality teaching and learning that promotes personalisation and choice
- targeting underlying causes such as child health and wellbeing and additional support for learning needs

- addressing environmental factors activating children and young peoples' motivation

3.2: PART 2: PROCEDURES

1. Recording of attendance, absence and lateness
2. Managing attendance and absence
3. Monitoring absence and providing support to improve attendance
4. Other Considerations

3.2.1 Recording of attendance, absence and lateness

- All schools are required to keep an attendance register of every pupil (Schools General (Scotland) Regulations 1975).
- Schools should use SEEMiS to record attendance, lateness and absence. Accurate records are vital in ensuring that learners are safe and protected.
- Every absence is categorised as either authorised or unauthorised (see Appendix 8.10).
- Monitoring absence records ensures emerging patterns can be identified and supported as soon as possible and avoid non-attendance becoming chronic.
- Vulnerable learners should be known to: named persons; pupil support leads; and office staff. In some circumstances, or settings, class teachers may also need to know that a learner is vulnerable so that they know to respond quickly in the event of lateness or absence.
- Registering attendance is the responsibility of the teacher or other designated staff.
- Attendance is recorded at the beginning of each session in ELC settings (see Appendix 8.8).
- Attendance is recorded twice per day in Primary School, at the start of the day and after lunch, and period by period in Secondary School. In Primary School registration should be completed within 15 minutes of the session start time, and in Secondary School at the beginning of each class.
- Late-coming should be tracked and monitored to identify trends which may lead to absence
- Where learning is provided out with school by other providers (for example, work experience, college, other alternative programmes) the provider must contact the school when the pupil is absent or late. Schools must establish an agreement with the provider that:
 - absence should be reported to the school within 10 minutes of the agreed start time
 - if a learner goes missing at any other time, even if they reappear, the school must be informed.

3.2.2 Managing attendance and absence

- Some absences, such as ill health, are unavoidable. Reasons for absence can also be complex and any communication about absence with learners or parents or carers should always be treated sensitively. Parents and carers are key partners in supporting attendance and reducing absence.
- Parents and carers should notify the school in advance of a planned absence.

- Parents and carers should be aware via the school policy, handbook, and website, that all unexplained absences will be followed up and a reason for the absence sought (see Inverclyde Decision Making Tree Appendix 8.2)
- Parents or carers can communicate with the school via email, text, telephone call or via the ParentsPortal.
- Schools should follow up with parents or carers if they have any concerns about the authenticity of any communication.
- If no advance notification for an absence is sent to the school, it will be assumed that parents or carers are unaware of the absence and that the learner is missing. Attempts to contact the parent or carer will then be made. Again, if a reply is received and there are doubts regarding its authenticity, further communication should be attempted to clarify or confirm the reason for the absence.
- Over 16-year-old learners can self-certify however, if they are considered vulnerable the school should carefully consider risks and their capacity to self-certify. If appropriate discuss with a parent or carer or seek advice from legal services. Schools should record all communications and actions.
- Protocols should be established for signing learners in and out of school to ensure school staff know who is present in the building at any one time.
- If no reasonable explanation is provided on the first day of absence and if the learner is vulnerable or there are wellbeing concerns about them, further attempts should be made to contact the parent or carer via a phone call or home visit. Child Protection procedures should be followed for any known safeguarding and child protections concerns (See Appendix 8.2)

3.2.3 Monitoring absence and providing support to improve attendance

- Accurate recording and monitoring is vital to maximising attendance and reducing absence.
- Regular monitoring reports should be generated on SEEMiS. (fortnightly unless there are specific concerns which require more frequent monitoring).
- Monitoring reports should be checked for changes or emerging patterns in attendance for both individuals or groups of learners (year/class/characteristics). An Inverclyde Tracker has been created to support improved monitoring (See Appendix 8.9).
- Learners for whom concerns have been identified should be subject to more regular attendance monitoring.
- Number of days missed, the frequency of absences, concerning absence patterns, and/or the level of concern an absence causes due to vulnerability or risk factors could all trigger a supportive response or intervention.
- Vulnerabilities and risks should always be considered first when deciding when and how to respond to absence. Responding to absence should be staged (See Appendix 8.4).
- Communications with parents or carers are an essential part of absence management (See Appendix 8.15), however they are not interventions in themselves. Appropriate interventions can only be put in place when there is a clear understanding of the factors contributing to absence. These may be complex. Communications with parents or carers should always be managed sensitively and respectfully.
- Intervening as early as possible may prevent absence becoming chronic or entrenched therefore attendance thresholds should be considered a minimum criteria for triggering a supportive response.

- If attendance concerns persist after working through the intervention stages, it may be necessary to consider compulsory measures (IEI Section 7 and Appendix 8.11)
- Staff with responsibility for monitoring and supporting attendance should undertake the Supporting Attendance - Staged Intervention professional learning module <https://education.gov.scot/resources/improving-attendance-in-scotland/improving-attendance-understanding-the-issues-report/design-an-attendance-workshop/>
- To support a whole school approach towards maximising attendance and reducing absence all staff should undertake the shorter Supporting Attendance – Everyone’s Responsibility professional learning module <https://education.gov.scot/resources/improving-attendance-in-scotland/improving-attendance-understanding-the-issues-report/design-an-attendance-workshop/>

3.2.4 Other considerations

3.2.4a Early Learning Provision - There is no legal requirement for children to attend nursery school, however all learners enrolled in Early Learning and Childcare provision, for the purposes of safeguarding, will be subject to the attendance monitoring procedures similar to those in Primary School (see Appendix 8.8). Parents or carers however will not be subject to school attendance procedures for non-attendance.

3.2.4b Ongoing Authorised Absence (see IEI1: 5.3) – If authorised absences look like they may become extended periods of absence schools should consider how they can best support the learner and their family during the absence. In recognition of the fact that school can be a protective factor for learners, schools should work with the learner and their family to minimise the absence. This may require support from other agencies. As corporate parents schools have additional responsibilities with regard to looked after children.

3.2.4c Diverse School Communities (see IEI1: 5.4) - School staff, who know learners and their families, are best placed to judge the most appropriate response to requests for these absences to be authorised or not. For learners from Gypsy Traveller families who are mobile refer to local authority guidance and procedures(see Appendix 8.12)

3.2.4d Long-Term Illness (see IEI: 4.2 & 4.3) - Where appropriate provision is in place, schools may record this as attendance, but where it is not in place, this is still categorised as authorised absence. Further guidance is available in Guidance on Education of Children Absent From School Through Ill Health – ([Guidance on education for children and young people unable to attend school due to ill health \(www.gov.scot\)](#)). If a school has concerns about the learner in this situation or is unable to provide education for them they should make a referral to the ASG for advice.

3.2.4e Home Educated Children (see IEI: 4.4) – Every child has a right to an education, and it is the duty of the parent (carer) of every school age child to provide that education, either by sending the child to school, or by other means. A parent (carer) has the right to choose not to enrol their child in a school, or to withdraw their child from school, and home educate them. Home education refers to education provided by parents and not to education provided by the local authority outwith the school (see [Home education guidance 2021](#)). If a parent or carer asks to withdraw their child from school a Senior School Leader should initiate a sensitive and supportive discussion with them. They should seek to understand the reasons for the request and sensitively

advise the parent about the process and implications of choosing to home educate their child. Parents do not have to provide a reason for choosing home education, but it is helpful for the school and Inverclyde Council to understand their reasons. Consent is given based on how the parents intend to educate their child at home, not their reason for doing so. Senior leaders should familiarise themselves with local authority Home Education Guidance and Procedure in advance of the conversation (Appendix 8.13)

3.2.4f Part-time timetables (see IEI2³: p40) Local authorities have a statutory obligation to provide full-time education for all school aged learners⁴. It is however recognised that adaptations to how and where the curriculum is delivered may be required in order to meet the learning and wellbeing needs of a small number of learners whose needs extend beyond a school's normal provision and stage 1 or 2 interventions. All partners including the learner, and the parent/carer should be involved in the development of this temporary, short-term arrangement. The child's plan should reflect the steps taken by the school to provide the learner with as close to their statutory entitlement of hours, ensuring that their learning needs are met. A referral to the ASG must be made and can only be approved by the Head of Education or the Principal Psychologist. They must be informed of any targets, timetable, and timescales for return to full time provision. The ASG will monitor the implementation of all part time timetables (see *link to Guidance and Procedures for use of Part-time Timetables- Appendix 8.13*).

3.3: List of Appendices

Appendix 1	Inverclyde Attendance Strategy
Appendix 2	Decision Making Tree for Unexplained Absence
Appendix 3	Exemplification of roles and responsibilities
Appendix 4	Exemplar of Staged Intervention Model (Tiered Approach)
Appendix 5	Promoting good attendance - Supportive strategies and approaches
Appendix 6	Developing a context specific school attendance policy
Appendix 7	Guidance for developing an Establishment Attendance Policy & WAGOLs (Primary/Secondary establishments)
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³ [Included, Engaged and Involved Part 2: A positive approach to preventing and managing school exclusions 2017](#)

⁴ The Education Additional Support for Learning (Scotland) Act 2004 (as amended); and the Children and Young People's Act (2014)

4 ROLES AND RESPONSIBILITIES

4.1 THE CHIEF EXECUTIVE

The Chief Executive has overall responsibility for this policy.

4.2 DIRECTORS

The Director of Education is responsible for overseeing the policy.

4.3 HEADS OF SERVICE

The Heads of Education is responsible for maintaining and implementing the policy and reviewing the policy for impact within identified timescales.

4.4. SERVICE MANAGERS

Head Teachers and Heads of Early Years Centres should ensure all staff are aware of and implement the policy and that their own establishment policy aligns to the Local Authority policy.

4.5 LEARNERS:

Learners will:

- 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
- Contribute to the daily life of the school and encourage peers to attend

4.6 PARENTS AND CARERS:

Parents and Carers will:

- 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

4.7 STAFF:

Staff will:

- 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
- Respond sensitively to learners and parents/carers when exploring attendance concerns

4.8 SENIOR LEADERS:

Senior Leaders will:

- Make good attendance and punctuality a priority for everyone
- Promote attendance through policies, documents, training, meetings and communications
- Improve overall attendance and reduce lateness through supportive interventions
- Explore all absences
- Identify and investigate patterns of absence
- Keep a chronology of repeated and regular absences and associated follow-up actions
- Ensure consistency in supporting attendance and challenging barriers to attendance
- Ensure effective communication through text, phone, letter, email and face to face meetings
- Treat learners and parents/carers as partners when exploring appropriate supports
- Enable staff and partner agencies to support all children and young people to attend and engage in learning

4.9 LOCAL AUTHORITY LEAD:

Local Authority Lead will:

- Ensure that all education establishments have an attendance policy that aligns with relevant legislation and the authority attendance policy.
- Establish a network for leads in attendance to ensure they have the training and skills to effectively implement their attendance policy.
- Systematically analyse Local Authority attendance data and respond to the data strategically, offering tailored support in response at a cluster, establishment and pupil level
- Share attendance data and emerging patterns routinely with education establishment leads, HSCP and third sector groups.
- Work with HSCP, Partners and Scottish Children's Reporter Administration (SCRA) to ensure there is a clear pathway in all matters related to non-attendance.
- Ensure effective communication links are maintained between the attendance governance group, whole family wellbeing fund implementation group and related workstreams.
- Link in with Educational Psychology to contribute to the annual reporting for Whole Family Wellbeing Fund.
- Ensure the voice of children and young people are threaded through the Attendance Strategy.
- Ensure that systems and strategic implementation will have long term sustainability.
- Prioritise attendance and take an active role in improvement
- Ensure the accurate recording of learner attendance and absence in accordance with Included, Engaged and Involved Part 1 (2019)
- Ensure senior leaders fulfil local authority expectations and statutory duties
- Make special arrangements for children and young people granted an exemption from attending schools
- Support schools to provide training which enhances staff understanding and implementation of policy and procedures for the promotion and management of attendance
- Offer opportunities to share effective practice

4.10 PARTNERS:

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

Examples of Partners are who may be enlisted to support school attendance are: *(The list is not exhaustive)*

Education	Education Psychology Service, Inverclyde Communication Outreach Service (ICOS), Community & Learning Development, Corporate Parenting Team, Education Support Workers, Home-school Link workers
Social work	Request for Assistance Team, (Duty Officer)
Health	School Nurse Service, CAMHS
Third sector	Barnardo's, Action 4 Children, Man On

4.10a: Role of social work in the Request For Assistant (RFA) team in relation to attendance

Before reaching a decision to proceed to a Request for Assistance, Inverclyde schools will work with colleagues from Health and community partners to complete a thorough assessment using the GIRFEC planning framework to ensure all other options have been exhausted (see Appendix 8.4 for Inverclyde's staged approach to supporting improved attendance). Examples of the assessment analysis and intervention prior to Request for Assistance may include a single agency plan, evidence of consent and discussion with the family from a Team Around the Child (TAC) meeting or a Joint Support Team (JST) meeting and evidence of prior involvement of partners that respond to lower thresholds. Interventions from the RFA team are most effective when parental consent has been gathered from families.

4.10b: Role of the Reporter in relation to attendance.

Inverclyde council is committed to ensuring that efforts to improve outcomes for children involved an appropriate and proportionate level of intervention. Measures for compulsion is a time-consuming approach which can add discord to relationships between professionals and family and can lead to future unnecessary interventions into family life.

If the Reporter considers that compulsory measures of supervision are necessary, the matter will be referred to a Children's Hearing for a decision.

Attending a children's hearing can be a stressful experience for a child or young person and there is little evidence that imposing legal sanctions improve attendance. It should therefore be seen as a last resort.

Where the child or young person fails to attend school regularly without reasonable excuse, a referral to the Reporter can be made under section 67 of the Children's Hearing Act in 2011.

The statutory criteria for referral to the Reporter are:

- (a) the child is in need of protection, guidance, treatment or control; and
- (b) it might be necessary for a compulsory supervision order to be made in relation to the child.

Children's Hearings (Scotland) Act 2011 Children's hearings Scotland Act 2011

To meet these criteria measures it is likely there are multiple factors contributing to the child's situation, of which one of these is attendance problems at school.

Any potential referrer should give consideration to what outcome they are seeking for a child and the degree to which compulsory measures might assist in the achieving of that outcome.

5 IMPLEMENTATION

5.1 TRAINING

Appropriate training will be provided for all Senior Leaders and Local Authority Leads in the effective implementation and operation of the Inverclyde Attendance Policy and Procedure to ensure consistency and full understanding. (Appendix 14)

5.2 COMMUNICATION OF THE POLICY

The policy will be available on ICON, the intranet, PASE (Pedagogy and Support for Equity Web Blog) as well as publicly via establishment websites and the Council website.

6 RISK

6.1 LEGISLATIVE RISK

- Managing attendance plays a key role in ensuring we get it right for every child and young person. The Attendance Policy must comply with the [Included, engaged and involved part 1: promoting and managing school attendance](#) Guidance document and also Education (Scotland) Act 1980

7 EQUALITIES

7.1 CONSULTATION AND ENGAGEMENT

This policy was updated in consultation with the relevant stakeholders.

7.2 EQUALITY IMPACT ASSESSMENT

This policy has been impact assessed in line with the Council's obligation to comply with the Equality

8.1: Appendix 1: Inverclyde Education Services Attendance Strategy 2024 - 26

Introduction

There is a clear need to continue to develop a system wide and partnership approach to improving both the attendance of pupils at our educational establishments (ELC, Primary, Secondary and ASN) as well as their engagement in their learning once there. This is a national issue, the decline in attendance in educational settings beginning pre pandemic in 2017. The pandemic has clearly affected the social contract between establishments and families and has exacerbated historic issues and challenges families have been experiencing.

This strategy pulls together into one place all of our existing approaches to improving, as well as new and evolving initiatives and actions to tackle this issue and support pupils and their families to realise that every day counts!

We are committed to seeing further improvement and building on what is clearly working for some of our establishments. We are also committed to working in partnership beyond education to ensure that the support that is required is in place and having an impact.

Michael Roach

Head of Education

Rationale:

There is a system-wide concern about reduced levels of attendance in educational establishments since the COVID-19 pandemic. As a result of this concern, improving attendance and understanding the issues around attendance is a priority for all relevant parties across Inverclyde as a community. This priority sits within the Authority Improvement plan for session 2024/25:

C1 Continue to roll out the attendance strategy with a particular focus on ensuring highly effective planning for pupils with less than 20% attendance.

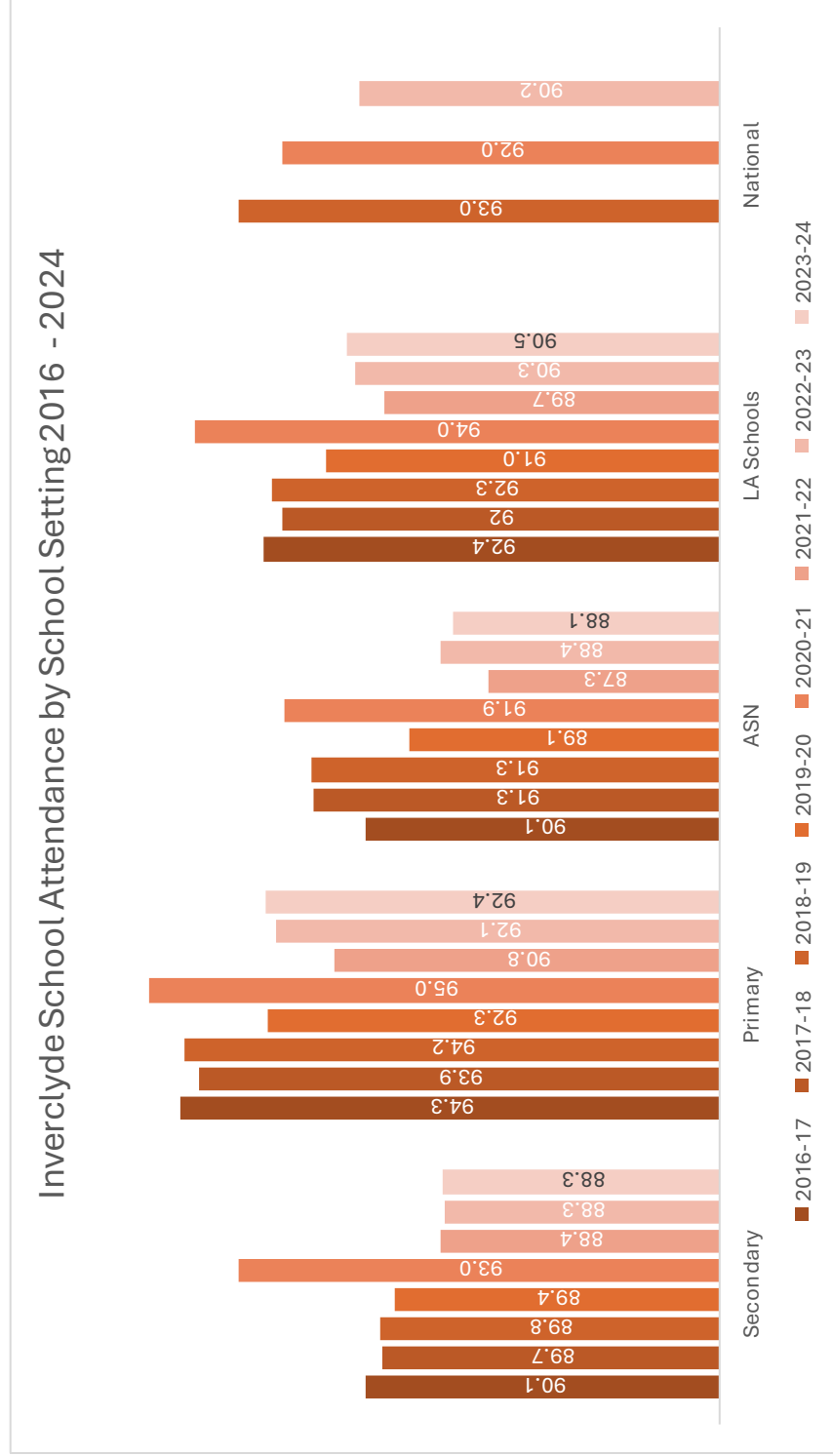
E2 Implement the attendance strategy as in C1 with a focus on effective planning for pupils who have less than 20% attendance

F4 Continue with focused work around the attendance to care experienced young people but move towards a collegiate approach and a creation of a tiered response involving social worker colleagues and our wider third sector partners

Children and young people's progress, attainment and achievements can be impacted by any absence. Evidence suggests that attendance that falls below 90% impacts negatively on progress. The higher the absence, the greater the impact on attainment. National statistics also provide evidence that there is a poverty-related gap in attendance and as such identified Stretch Aims for Inverclyde Council have been agreed to support and track improvements over a 3-year period focusing on Secondary attendance as a whole and Primary attendance of Q1 pupils.

Secondary Attendance					SIMD Quintile 1 Attendance - Primary
Annual Trajectory	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1 – Q5)	Overall Q1 Levels
2023 - 24	(87.60% - 88.80%)	(85.60% - 86.90%)	(91.30% - 91.90%)	(-5.40% / - 4.70%)	(91% -92.4%)
2024 - 25	(88.50% - 89.78%)	(86.40% - 87.81%)	(91.50% - 92.20%)	(-4.90% / - 4.39%)	(91.9% - 93.1%)
2025 - 26	89.78%	87.81%	92.20%	-4.39%	93.1%

Attendance rates in Inverclyde have shown a slight improvement since June 2023 in both Primary and Secondary schools **however** there is a determination that joint working with pupils, young people, parents, schools and partners will lead to improvements in attendance, resulting in improved outcomes for our children and young people. A continued focus on attendance since the pandemic has also resulted in the identification of good practice across both primary and secondary schools which was shared locally as well as nationally: [Effective strategies | Improving attendance in Scotland | Resources | Education Scotland](#)



“Children and young people are more likely to be motivated to attend school when they feel fully included and engaged in the wider life of the school. Families are also likely to encourage full attendance where they feel part of the school community and where schools work alongside them as equal partners. Promoting good attendance is a multifaceted task that requires schools to promote positive relationships within an inclusive ethos and culture. Schools should engage positively with parents to ensure good learning, teaching and assessment with a key focus on supporting additional support needs. They should also work with community partners to ensure that children and young people and their families are supported. Pastoral care staff also play a key role in supporting good attendance.”

Included, engaged and involved part 1: promoting and managing school attendance

As national policy advises, Inverclyde are committed to ensuring that efforts to improve outcomes for children are progressed quickly and involve an appropriate and proportionate level of intervention. Measures for compulsion are expensive processes which are time consuming and can lead to further unnecessary interventions into family life. Measures for compulsion can be used when efforts to engage children and families in voluntary measures to improve attendance have failed.

Effective systems to track and monitor attendance are essential in supporting improved attendance. An attendance dashboard has been created in Inverclyde which provides an opportunity to track both local trends and individual pupil attendance, identifying where early interventions can be put in place.

This strategy sets out the key areas of focus for improving attendance across our establishments and also for developing a deeper understanding of issues around attendance. The logic model identifies our ambition in improving attendance in the long term, while also identifying the short- and medium-term outcomes that will lead us to our long-term ambition. We intend to improve attendance by taking preventative actions to improve attendance and responsive actions to support absence.

The 4 key areas of focus are:

- **Developing Policy**
- **Actively involving children and young people to improve attendance**
- **Effective use of data**
- **Effective Interventions**

A strategic plan highlighting outcomes and measures is detailed below and will be reviewed at key tracking periods to ensure progress is being made. A key component of success will be the leadership of attendance within an establishment. In each school this leader must be able to influence the whole school approaches to supporting attendance as well as individual supports for absence.

The key aim of the strategy is to ensure that we continue to work collaboratively, accessing the most up-to-date research and guidance, to improve outcomes for children and young people impacted by issues around attendance.

The strategy is informed by and linked with:

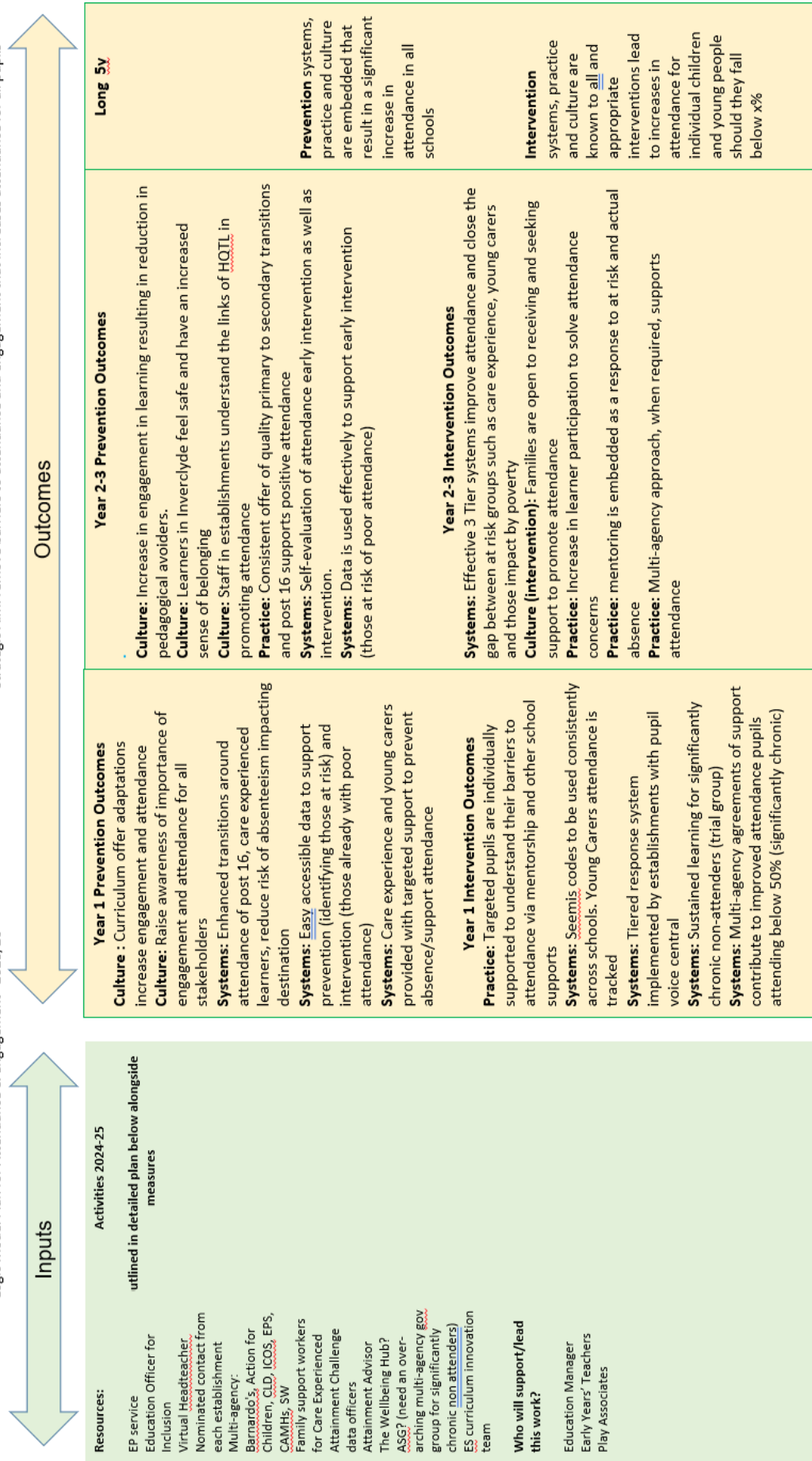
- The Education Service Improvement Plan 2024/25
- [Improving attendance in Scotland | Resources | Education Scotland](#)
- Inverclyde's Promoting Positive Relationships Policy <http://icon/hr/asl-policy/>
- [Included, engaged and involved part 1: promoting and managing school attendance - gov.scot \(www.gov.scot\)](#)

Long term, Medium and Short Term Outcomes

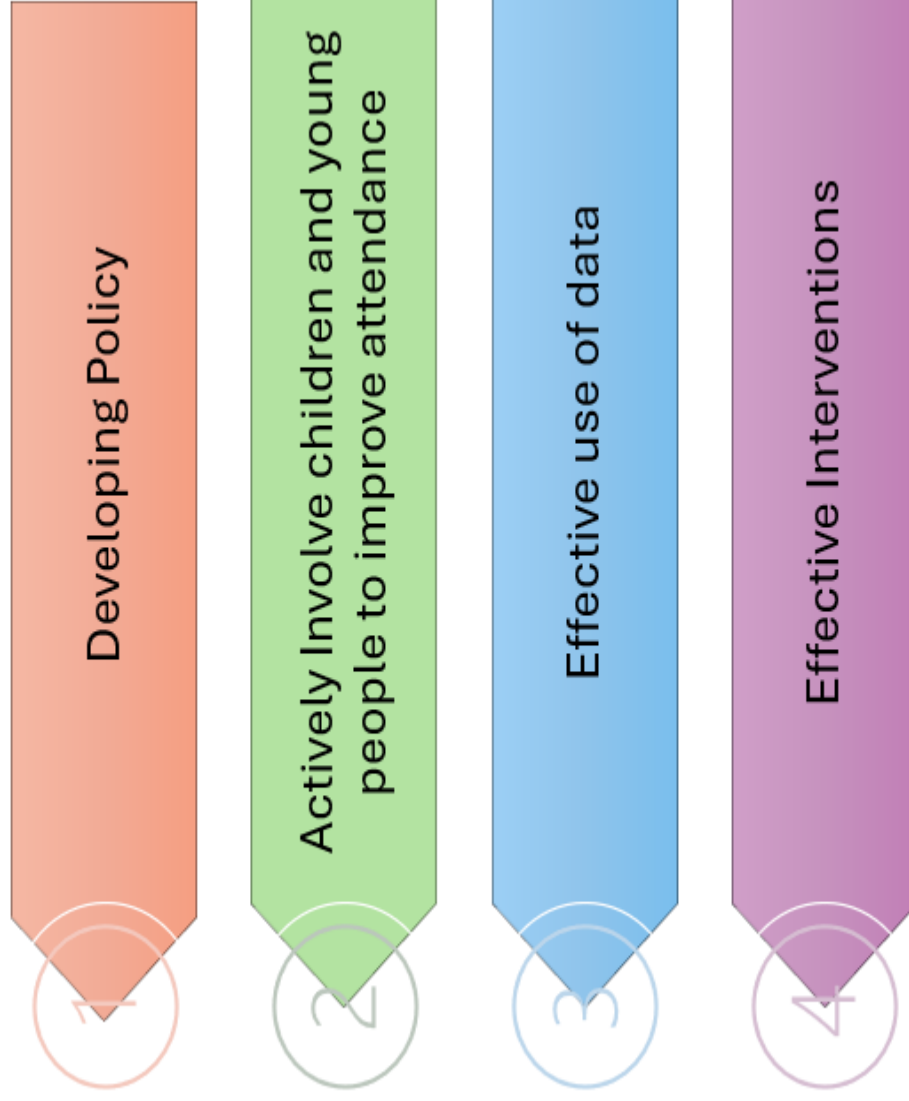
Classification : Official

Logic Model Plan for Attendance & engagement 2023/26

Strategic Aim: remove barriers to attendance and engagement that increases attendance for all pupils



4 Key Priorities for 2024-25



Priority 1: Developing Policy

The interventions outlined in Inverclyde Attendance Strategy require to be anchored in the creation of clear policy and guidance of how we collectively prevent and respond to attendance issues. This policy needs to be understood and implemented by our whole community, such as all education staff, parents, children and agencies in order for us to work to our common goal of looking after our children and young people. It is a legal requirement for every school to have their own attendance policy.

Outcomes	Action	How will we know we've had impact	Who	timescales
By Jan 2025 all schools will implement their own policy that improves attendance	1.1 A local authority group is established to review authority policy in line with national guidance and exemplification.	- Local authority policy reviewed and in place. - All establishments have an attendance policy - Attendance policy will comply with legislation - Roles will be clearly known to all stakeholders	LA Attendance Lead (TBC), Depute Principal Educational Psychologist (DPEP - JJ), AC project lead Attainment Advisor – AA (TBC), school reps, Janine McCullogh (Ed Scot)	By start of Sept 24
	1.2 Local authority policy will be reviewed by the review group.		LA Attendance Lead (TBC), DPEP (JJ), school reps, Janine McCullogh (Ed Scot)	Early Sept 24
	1.3 Policy shared with all establishments at HOE / ASN leaders' meetings.		LA Attendance Lead (TBC), DPEP (JJ), AC project lead HOE	End of Sept 24 Changed to End of Nov 24 – due to comm 13/12/24

	1.4 All establishments will be provided with guidance on how to write their attendance policy meeting legislative requirements. This will include approaches to staged intervention including when to activate multi-agency working.			LA Attendance Lead (TBC), DPEP (JJ), AC project lead HOE	End of October 24 From Jan 2025
	1.5 All establishments will be required to undertake an annual update for staff on their Attendance Policy.			Heads of Establishment	From August 2025
	1.6 The role of HSCP will be clearly defined in the policy and understood by all stakeholders.			HoE/HoSW/LA Lead	End of Jan 2025
	1.7 All establishments will have their new attendance policy completed.			Heads of Establishment	End of Jan 2025 March / April 25
	1.8 Feedback from the local authority will be given to ensure compliance to legal requirements.			LA attendance lead / Education officers	End of Feb 2025 April / May 25
By June 2025, parents, pupils and education staff all understand their role in improving attendance and supporting absence.	1.9 Roles and responsibilities are outlined in the Establishment Attendance Policy.		All staff are clearer about their role in supporting absence and improving attendance	Heads of Establishment	March 2025 April / May 25
	1.10 Support for Establishment Attendance Leads to encourage all staff to approach absence concerns with understanding, mutual respect and a solution focused approach.		- Establishments gather feedback from parents - All staff are clearer about their role in supporting absence and improving attendance	Heads of Establishment / Establishment Attendance Leads	March 2025 April / May 25
	1.11 We will provide support to Attendance Leads to encourage parents and pupils to understand their role in improving attendance including guidance documentation.		Establishments gather feedback from parents	LA attendance lead DPEP (JJ),	March 2025 April / May 25

By June 2025, partnership working will be further developed and a clearer pathway for supporting improved attendance will be evident.	1.12 Review draft authority attendance policy with the multi-agency steering group via teams following initial launch.	• All partners are aware of Inverclyde Attendance Policy and Strategy and are operationalising their role.	LA Attendance Lead, DPEP (JJ), Multi-agency steering group	Nov 24 -Jan 2025
	1.13 Identify any gaps in service provision to support attendance and review how these gaps can be met, including through the WFWF. Link with Attendance ASG to gather data.	• All partners will be clear on the policy and the related provision / support that is available from across the parentship, including the WFWF, to support families • Reports completed by WFWF. • Feedback at the Attendance Gov Group.	LA Attendance Lead, WFWF Gov Group, Attendance ASG team, Attendance strategy oversight group and key leads / managers from partnership agencies	Jan- June 2025

Priority 2: Actively Involve children and young people to improve attendance

We will continue to make central the views of children and young people who struggle to attend school to any plan, whether it is at an individual or strategic level. It is important that terminology used for non-attendance is respectful and adequately reflects the young person's experience.

Outcomes	Action	How will we know we've had impact	Who	timescales
By Dec 25 families and children are able to access appropriate supports to prevent absence and support attendance.	2.1 Share Pupil Page at Secondary HOE meeting	- Network attendees will report using the Pupil Page resource - Schools will report that families are using the resource and finding it helpful. - Visme Analytics will provide information on how many people, in which schools, will be accessing the Pupil Page.	Educational Psychologists - EPS (JJ & MK)	September 2024
	2.2 Transfer Pupil Page from Genially to Visme		EPS (MK)	September 2024
	2.3 Identify contact details for each secondary school and create Pupil Page		Schools & EPS (MK, JJ)	September 2024
	2.4 Review analytics to ensure that there is sufficient use of the Pupil Page before upscaling. Review design and implementation as a result.		EPS (JJ & MK), CLD, Schools	Dec 2024
	2.5 Create a family version and primary version of Pupil Page based on analytics; share on parental portal		EPS (JJ & MK), CLD, Schools	Jan 2025
	2.6 Scope the possibility of an Inverclyde attendance campaign		HOE, DPEP (JJ), AC lead, Attendance Lead – link to corp comms	October 2024 March / April 25

By June 2025 all schools have educational plans that are constructed with CYP/families to improve school attendance, where required	2.7 Training is provided via the network to support relevant staff with creating education plans that have a focus on the voice of children and young people . Scope out the use of Person-Centred Planning.	- Guidance is shared with relevant staff within agreed timescales - All schools will have received training in creating their policy and plans - Policies are in place and being used - Through TAC meetings focusing on attendance pupils and young people will have their say - Plans will identify clear and achievable outcomes for improving attendance - Plans available for Peer review teams to sample and provide general feedback - Evidence of Person-Centred Planning being trailed.	HOE, DPEP, AC lead LA Lead Ed Psych Identified staff in Establishments Establishments	End of October 2024 via attendance strategy launch event November 2024 From Jan 2025 August 2025
	2.8 Establishments will know the partners available to them to provide targeted support for individual pupils in improving attendance	- Partners are used more effectively with more effectiveness - Attendance is improving - SQR gives update re attendance with ASN, CEYP and Pupils in SIMD 1 – 3.	Establishments Partners (Barnardo's, Action for Children, CLD, EPS, SW, school nurses, ICOS etc)	November 2024

Priority 3: Effective Use of Data

'The most purposeful use of data is to inform whole school developments to improve attendance and plan to meet individual children and young people's needs.' Included and involved part 1: promoting and managing school attendance

Systems for tracking and monitoring will only improve attendance when accompanied by effective **processes** which turn data into **'actionable knowledge'** that is used to support children and young people.

Outcomes	Action	How will we know we've had impact	Who	Timescales
By June 2025, the local authority will more accurate actionable data on attendance. This will be derived from attendance data, triangulated with other qualitative information.	3.1 There will be a systematic analysis of Local Authority attendance data and a strategic response to this. Support may be offered at a cluster, establishment and/or pupil level.	- Data and intervention will be tracked. - Dialogue at the Network meetings.	LA Attendance Lead Data analyst School Attendance Leads. Head of Education	Jan- June 2025
	3.2 Information will be gathered from educational establishments and partners to triangulate emerging themes.			
	3.3 This data will be shared and emerging patterns routinely with education establishment leads, HSCP and third sector groups.			
	3.4 Attendance leads will be provided guidance on how to access Establishments level data.			
By June 2025 education staff will be supported to implement increasingly robust attendance data analysis to support attendance		Attendance leads report more confidence in using their data to inform change	AC Project lead Data Analyst LA attendance lead	By June 2025
By June 2025, the local authority will more accurate actionable data on attendance. This will	3.5 There will be a systematic analysis of Local Authority attendance data and a strategic response to this. Support may be offered at a cluster, establishment and/or pupil level.	- Data and intervention will be tracked. - Dialogue at the Network meetings.	AC Project lead Data Analyst LA attendance lead	Jan- June 2025

be derived from attendance data, triangulated with other qualitative information.	3.6 Information will be gathered from educational establishments and partner to triangulate emerging themes.		AC Project lead Data Analyst LA attendance lead	Jan- June 2025
	3.7 This data will be shared and emerging patterns routinely with education establishment leads, HSCP and third sector groups.		AC Project lead Data Analyst LA attendance lead	Jan- June 2025
	3.8 Raise awareness of ES's Supporting attendance: principles of effective use of data - Improving attendance in Scotland Resources Education Scotland		DPEP	By end September 24
	3.9 Further development of Establishments level accessible data		DPEP (JJ), LA Attendance Lead	By June 2025
By June 2025 education staff will be supported to implement increasingly robust attendance data analysis to support attendance	3.10 Attendance leads will be provided guidance on how to access Establishments level data (data calendar in policy)	- Attendance leads report more confidence in using their data to inform change - Attendance leads report more confidence in using their data to inform change - Attendance rates over time for all establishments is improving or being maintained, where already positive. - Persistence absence rates improve as well as rates for key groups i.e. ASN, CEYP and SIMD 1 – 3.		
	3.11 Guidance provided by Education Scotland (ES) on undertaking a data deep dive will be shared at the attendance network. https://education.gov.scot/resources/improving-attendance-in-scotland/			
	3.12 Raise awareness of ES's Supporting attendance: principles of effective use of data through the network https://education.gov.scot/resources/improving-attendance-in-scotland/			

Priority 4: Effective Interventions

For interventions to be effective they have to sit within Inverclyde's staged assessment and intervention approach. In Inverclyde, we focus on the GIRFEC pathway which is split into

- 4.1 universal
- 4.2 enhanced universal
- 4.3 collaborative
- 4.4 enhanced collaborative

4.1 universal approaches to improve attendance

The universal service is the generic ways in which establishments meet the wide continuum of pupil needs on a day-to-day basis.

Outcomes	Action	How will we know we've had impact	Who	timescale
There is an increase in the number of learners in Inverclyde that feel safe and have an increased sense of belonging (baseline to be collated)	4.1. All establishments will be encouraged to engage with the Education Services Implementation Pathway contained within the Inverclyde Trauma Informed and Responsive Practice Strategic Plan.	We will be meeting the outcomes outlined in the strategic plan	EPS Schools	June 2025
By June 25 any member of staff attending Inverclyde EPS & Attainment Challenge CLPL will understand the links between HQLT and	4.1.2. All Inverclyde training will explicitly make the links between high quality teaching and learning (HQLT) and engagement and attendance.	Staff understand the link between HQLT and engagement/ attendance	EPS Strategic Pedagogical Leads (SPLs) Schools	June 2025

engagement/ attendance	4.1.3 Local authority will offer a suite of pedagogy related training via Gateway.	CLPLs are evaluated and HTs report changes in staff practice.	EOs & TM	June 2025
By June 2025, secondary schools will be more effective in ensuring curriculum pathways are engaging which leads to improved attendance	4.1.4 Link to the Education Service Plan 2024/25 priorities focussing on developing the BGE curriculum offer and the Senior Phase Curriculum in order to: • Ensure improved curriculum pathways • Improve engagement in learning and raise attainment • Further develop and promote the concept of the “pull to school”	• See outcomes within the Education Service Plan 2024/25	Sec HTs, EO (AA/GB), Senior Phase Action group	June 2025
	4.1.5 Providing wider certification options for secondary schools to support engagement.	• Measures embedded in CLD plan.	CLD	June 2025

4.2 Enhanced Universal approaches to improve attendance

The Enhanced Universal approaches are considered when more is needed than the generic strategic offers. At this stage, additional support may be required which may or may not involve other professionals.

Outcomes	Action	How will we know we've had impact	Who	timescales
By June 2025, educational establishments will be implementing more effective systems and practices to maximise attendance and minimise absence.	4.2 An attendance network will be established to implement the attendance policy and strategy. Attendance Leads will be invited, and an audit of training needs will be undertaken. 4.2.1 All Attendance Leads will know of key Inverclyde tools that assist to maximise school attendance (e.g. audit of systems, assessment tools) and know where to locate them (PASE website: https://blogs.glowscotland.org.uk/in/pase/). This will be achieved through the Attendance Strategy Policy launch and network meetings. Tools will require annual review.	- Schools will adopt new, effective practices after learning from colleagues. - There will be greater consistency between education establishments' systems and practices. - Schools will be using the Audit of systems tool, the Inverclyde school attendance difficulties scale.	Establishments LA Attendance Lead EPS, DPEP, establishment attendance Leads	June 2025
Invited schools with attendance issues will make improvement in attendance for identified groups.	4.2.2 Leads from invited schools will be invited to join Collaborative Action Research (CAR) groups to use improvement methodology to improve the attendance of pupils.	Attendance data will improve for schools involved in CAR, including a decrease in % of pupils persistently absent.	Attainment Advisor/ Attendance Leads and EPS (JJ)	Sept- June 2024 Aug 25- June 26
By June 2025, vulnerable year groups	4.2.3 There will be an authority analysis of the P7-S2 population to determine if an intervention specific to this	Analyse will conclude whether this is an accurate	LA Attendance Lead,	Nov- Feb 2025

will have more targeted, early intervention support.	population is required and if so, how to achieve this. HSCP and third sector colleagues will feed into this analysis.	need within the authority and if it requires an authority response. • Attendance Strategy oversight group will be more confident that strategic responses are being prioritised appropriately.	Data analyst. Attendance strategy oversight group	
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4.3 Collaborative

Collaborative approaches are considered when education requires support over and above that within school and requires a partnership approach with other agencies and or between sectors.

Outcomes	Action	How will we know we've had impact	Who	timescales
By June 2025, we will pilot different educational pathways for pupils who are experiencing severe attendance difficulties and cannot be in school.	4.3.1 A referral process and criteria will be established for pupils experiencing severe attendance difficulties to receive tutoring support .	- Attendance and attainment data from each intervention. - Data on pupils who are unable to attend a school building will successfully be supported to learn virtually. - Data on pupils who are unable to attend a school building will successfully be supported to learn with tutoring support.	HT of Virtual School (SC)	January 2025
	4.3.2 A referral process and criteria will be established for pupils experiencing severe attendance difficulties to access virtual learning (VL) .		HT of Virtual School (SC)	January 2025
By June 2025, Care Experienced children who struggle with school attendance will maintain their post school destination.	4.3.3 Schools will be supported to identify CECYP who are at risk of a negative destination and refer to the ASG for support from Education Support Workers (ESWs)	- More CECYP will be referred to the ASG for support from the ESWs compared to last year. - Schools will be clearer on who to refer for ESW support.	HT of Virtual School (SC) & EO for Senior Phase GB	January 2025
	4.3.4 ESW will provide a pastoral role for CECYP during the senior phase and post school transitions		ESW	February 2025
Young People who struggle with	4.3.5 Encourage schools to implement the Leavers Guidance (add Leavers Guidance hyperlink)	There will be an increase in children who struggle to attend school maintaining a positive pathway in the senior- post school phase.	EO for Senior phase GB	Aug 24 – June 2025

school attendance will sustain their post school destination.			SDS, DYW	
	4.3.6 Education officer to identify services for post school destination young people who are not care experienced.		EO for Senior phase GB	February 2025
By June 2025, there will be more effective use of resources through a cluster approach to support improved attendance of families at risk.	4.3.7 Primaries and secondaries will be encouraged to take a cluster approach to identify families at risk of absence and provide appropriate interventions, through sharing existing practice in the attendance network.	- HTs will report an effective cluster support approach is in place. - SQRs	Schools ASN Leads meeting. EPS (JJ)	November 2024 - June 2025

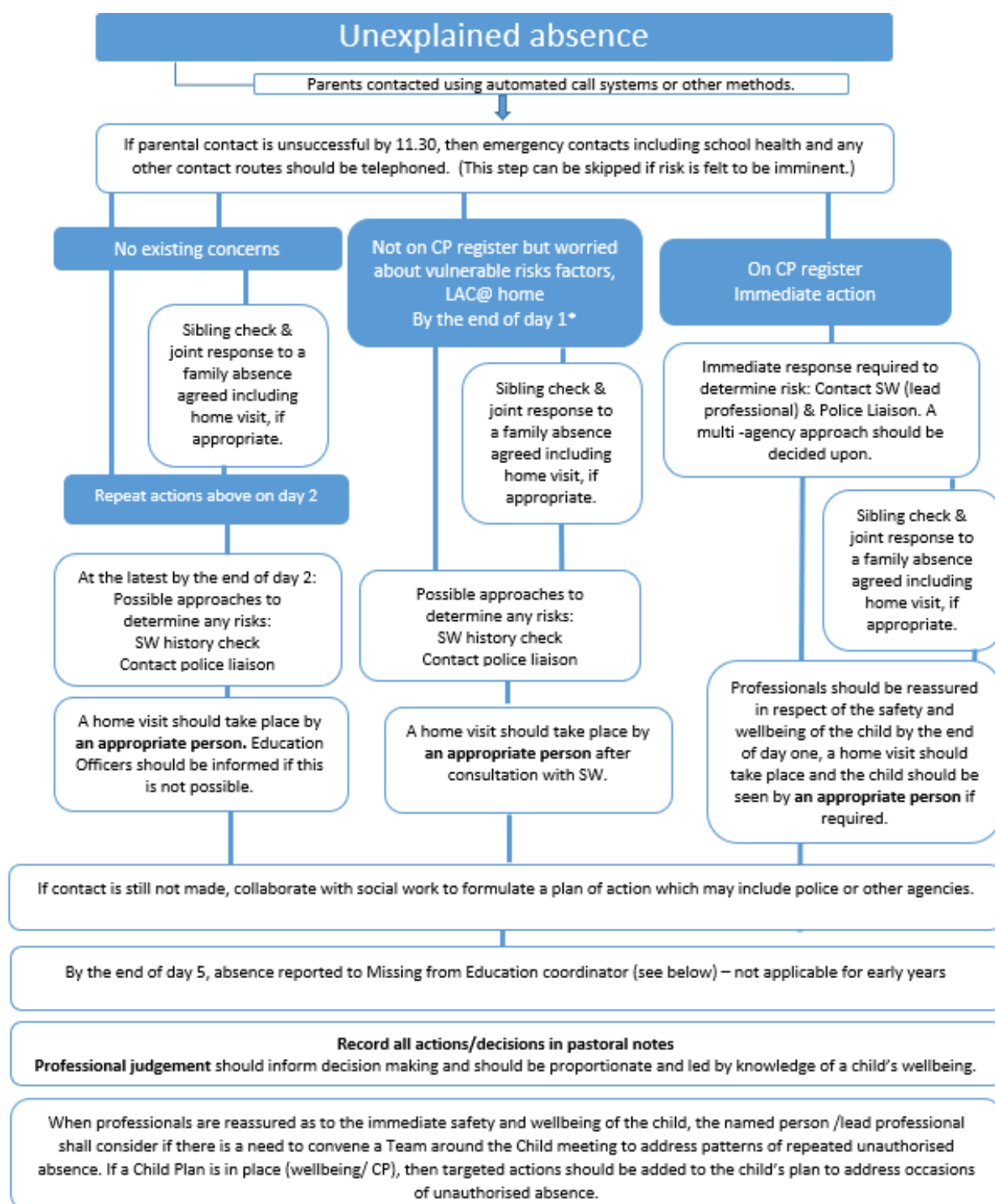
4.4 Enhanced Collaborative

Outcomes	Action	How will we know we've had impact	Who	timescales
By June 2025, Inverclyde authority will know all children who have severe non-attendance (below 10%), know that these CYP are safe, and will support schools to ensure that plans are robust and responsive.	4.4.1The authority will put in a more rigorous tracking system for children and young people attending less than 10% .	Interventions will be more responsive and therefore the number of children being discussed at the ASG with extended non-attendance will decrease There will be fewer CYP attending less than 10% than last year.	Ed Officer for inclusion & schools.	June 2025
	4.4.2Through ASG monitoring of planning for pupils with less than 10% attendance, there is evidence that the planning is improving, meeting needs and ensuring improved attendance	Education Officer for Inclusion will observe improved planning for pupils with less than 10% attendance.	Ed Officer for inclusion & schools.	June 2025
	4.4.3All pupils with lower than 10% have a clear single and or multi agency plan in place.		Ed Officer for inclusion & schools.	June 2025
By June 25 schools there will be a reduction in the numbers of pupil who are non-attendance data. (Baseline to be collated)	4.4.4 Attendance reports for young people with under 50%, 30%, 20% and 10% attendance from the ASG including school leads. Schools will provide a response to this data outlining their staged response.	Increase in early intervention will reduce the numbers of children with extended non-attendance.	Ed Officer for inclusion & schools.	In Term 1 (September 2024)

8.2: Appendix 2: Decision Making Tree for Unexplained Absence

If a parent has not advised the school that the pupil will be absent, then it must be assumed that the parents are unaware of the absence and that the child is missing or truanting. If the school has been unable to establish contact with the parents, action must be taken to satisfy the school and the education authority that the child or young person is safe and well.

Included, engaged and involved 2019



Vulnerable Children and Young Person Risk factors **(not an exhaustive list)**:

- Child or young person (YP) is vulnerable to physical/sexual/emotional harm or exploitation/abuse by others
- The child or young person may injure themselves if not found quickly
- The child or young person may act recklessly and place themselves and or others at risk
- The child or YP is likely to commit a serious offence
- The age/maturity/development of the child mean they are unlikely to be able to care adequately for themselves or have adequate regard for their own safety
- The child or YP is not likely to be with a known friend or family member.
- There are concerns regarding the child or YP home circumstances
- History of exclusion or truancy
- There are medical concerns
- There are concerns about a child or YP whose parents live separately

Examples of an appropriate person **(not exhaustive list)**:

In deciding who is the appropriate person, schools should base this decision on the individual child.

Wellbeing Officer	Social Work	Home-link	Police	Barnardo's
CLD	School Nurse	Health Visitor	ICOS	Corporate Parenting

Missing from education procedures for children and young people who are registered in a school **(not applicable for early years establishments)**:

After 5 days of no contact, 'Missing from Education' procedures should be activated by contacting The Service Manager, Educational Resources & Facilities Management (2828). A CHRONOLOGY OF STEPS/ACTIONS TAKEN BY THE SCHOOL TO ATTEMPT TO LOCATE THE PUPIL will be required. Housing and wider social work enquiries will be made locally and if required a national search is initiated through contact with the Children Missing from Education (Scotland) service. The Service Manager, Educational Resources & Facilities Management will, at this point, assume responsibility and provide the school with regular updates. A pupil would only be identified as 'missing from education' when LA enquires have been exhausted.

What is professional judgement?

"Judgement is based on as much information as can be lawfully and proportionately obtained about the child, his or her family and relevant context, including observation"

National Guidance for Child Protection in Scotland 2021

Professional judgement about risk of significant harm

Professional judgement is needed about the severity and immediacy of the risk of harm. This will be reviewed as relevant information is shared. There is no statutory definition or uniform defining criteria for significant harm. Significant harm refers to serious interruption, change or damage to a child's physical, emotional, intellectual or behavioural health and development.

To understand and identify significant harm, it is necessary to consider:

- the child's experience, needs and feelings as far as they are known. When a child talks about maltreatment, this may prompt a request for IRD. The child's disclosure is not a pre-requisite
- the child's development in context, including additional needs such as a medical condition, communication impairment or disability, that may affect the child's health, wellbeing, vulnerability and care needs
- what has happened, meaning the nature and degree of the actual or likely harm, in terms of abuse or failures to provide care and protection
- parental or carer responses to concern as far as they are known
- past occurrence, frequency or patterns in the occurrence of harm
- immediate risk of harm and cause of this risk
- impact/potential impact on the child's health and development
- degree of professional confidence in the information that either the abuse has occurred and is likely to be repeated, or that the child is at risk of harm
- capacity of the parents or carers to protect and care for the child
- the context of risk within the child's culture, family network and wider world
- interaction between known risks and known strengths, complicating or protective factors in the child's world
- the presence of premeditation, threat, coercion or sadism
- the probability of recurrence or persistence of harm or risk of harm

References:

Included, engaged and involved part 1: promoting and managing school attendance

"Schools cannot be complacent about children's safety. If the school has been unable to establish contact with the parents or carers, action must be taken to satisfy the school and the education authority that the child is safe and well. This means that a service provider, wherever the child is found (e.g. a member of staff from any of the children's services or the police), has seen the child to be assured that he/she is safe."

Children & Young People (Scotland) Act, 2014 [Children and Young People \(Scotland\) Act 2014 \(legislation.gov.uk\)](#)

"Part 1 defines the duties of Ministers and of public authorities in relation to the fulfilment of rights of children, and in furthering the effect of the UNCRC in Scotland. Part 3 (Children's Services Planning) requires local authorities and health boards to take a strategic approach to the design and delivery of a wider view of services used by children and families than those previously set out in the Children (Scotland) Act 1995. Section 8 requires every local authority and its relevant health board to jointly prepare a Children's Services Plan for the area of the local authority, in respect of each three-year period."

[National Guidance for Child Protection \(2014\)](#)

[National guidance for child protection in Scotland - gov.scot \(www.gov.scot\)](#)

[Children+missing+from+education+-+service+guide+February+2018.pdf \(www.gov.scot\)](#)

[Schools: Children missing from education - gov.scot \(www.gov.scot\)](#)

[national-guidance-child-protection-scotland-2021-updated-2023.pdf \(www.gov.scot\)](#)

8.3: Appendix 3: Exemplification of roles and responsibilities

Learners will:

- 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
- Contribute to the daily life of the school and encourage peers to attend

Parents and carers will:

- 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 will:

- 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
- Respond sensitively to learners and parents/carers when exploring attendance concerns

Senior Leaders will:

- Make good attendance and punctuality a priority for everyone
- Promote attendance through policies, documents, training, meetings and communications
- Improve overall attendance and reduce lateness through supportive interventions
- Explore all absences
- Identify and investigate patterns of absence
- Keep a chronology of repeated and regular absences and associated follow-up actions
- Ensure consistency in supporting attendance and challenging barriers to attendance
- Ensure effective communication through text, phone, letter, email and face to face meetings
- Treat learners and parents/carers as partners when exploring appropriate supports
- Enable staff and partner agencies to support all children and young people to attend and engage in learning

Local Authority lead will:

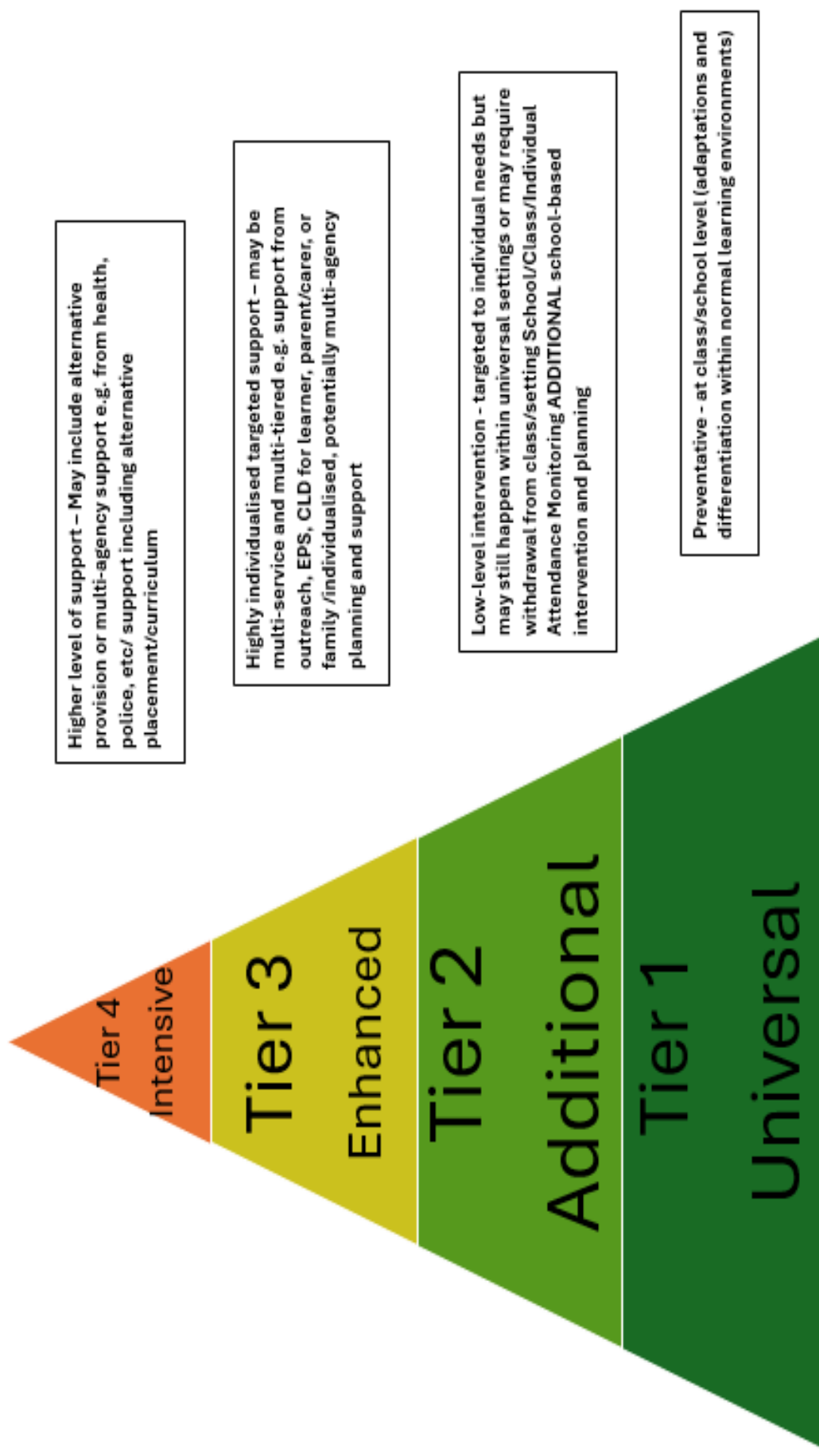
- Ensure that all education establishments have an attendance policy that aligns with relevant legislation and the authority attendance policy.
- Establish a network for leads in attendance to ensure they have the training and skills to effectively implement their attendance policy.

- Systematically analyse Local Authority attendance data and respond to the data strategically, offering tailored support in response at a cluster, establishment and pupil level
- Share attendance data and emerging patterns routinely with education establishment leads, HSCP and third sector groups.
- Work with HSCP, Partners and Scottish Children's Reporter Administration (SCRA) to ensure there is a clear pathway in all matters related to non-attendance.
- Ensure effective communication links are maintained between the attendance governance group, whole family wellbeing fund implementation group and related workstreams.
- Link in with Educational Psychology to contribute to the annual reporting for Whole Family Wellbeing Fund.
- Ensure the voice of children and young people are threaded through the Attendance Strategy.
- Ensure that systems and strategic implementation will have long term sustainability.
- Prioritise attendance and take an active role in improvement
- Ensure the accurate recording of learner attendance and absence in accordance with Included, Engaged and Involved Part 1 (2019)
- Ensure senior leaders fulfil local authority expectations and statutory duties
- Make special arrangements for children and young people granted an exemption from attending schools
- Support schools to provide training which enhances staff understanding and implementation of policy and procedures for the promotion and management of attendance
- Offer opportunities to share effective practice

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

8.4: Appendix 4: 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's 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 patterns in attendance / period truancy? - Are there any 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, leaflets and letters - Letter for Attendance Stage 1 – Letter A (Local Authority target 95%)
Additional Support Planning	- Clear plans to continue to develop effective parental engagement and communication' - 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 offer to support all learners - Extra-curriculum offer 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 of 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 liaison 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?	- 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 2 – Letter B (Local Authority target 95%)
Additional Support Planning	- Identify key link person in 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 – may be multi-service and multi-tiered e.g. support from outreach, EPS, CLD for learner, parent/carer, or family /individualised, potentially multi-agency planning and support			
Who	What	Prompt Questions	Additional Resources
Practitioners, Pastoral Support and 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 e.g. 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 an 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 - Group Call - Letter for Attendance Stage 3 – Letter C
Additional Support Planning	- School continues to have an overview of learner needs 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 a part-time timetable, refer to part-time timetable guidance (Appendix 8.10) and ensure that this 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	Assessment at this	

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 named 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 (e.g. 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 individualised timetable/flexible programme (including college, work experience, volunteering, or training) - 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	

8.5: Appendix 5: Promoting good attendance - Supportive strategies and approaches

Culture, systems and practice are all fundamental to supporting good attendance. They are also interconnected and interdependent. **All** must be considered when planning strategies to improve attendance. Potential sources of strategies and approaches that are known to support good attendance can be found in:

- [Included, engaged, and involved Part 1](#), chapter 3 including:
 - A whole school culture and ethos that promotes relationships and relational approaches (see also [IEI Part 2, 2017, Annex B](#))
 - Parental engagement
 - Pastoral care
 - Additional support for learning
 - Curriculum flexibility and personalised learner journey
 - Raising the profile of attendance, having clear expectations

- [Improving attendance: understanding the issues](#)

Some of the supportive approaches listed include:

- Creating a rights respecting and nurturing culture
- Leadership specifically around school attendance policy/strategy
- Empowering stakeholders in the development, promotion and review of the school attendance policy
- Effective use of data to ensure early intervention strategies to support attendance
- Weekly tracking meetings using SEEMIS information
- Tracking spreadsheets to support rigour
- Categorising learners into levels of attendance for regular review
- School attendance reward system (*when used sensitively*)
- Letters and text messages home
- One to one meeting with the young person or parent/carers
- Termly attendance forums (led by house/pastoral lead)
- Effective use of workers such as Home School Support Worker, Family Liaison Officer, Youth Workers, and Educational Psychologists to support and improve attendance

8.6: Appendix 6: Developing a context specific school attendance policy

1. Identify school leader(s) with responsibility for improving whole school attendance.



2. Identify relevant stakeholders from across the school community (in school and beyond).
3. Identified school lead engages with current attendance data and both national and local authority policies for vision, rationale, guidance and legislation.
4. School undertakes self-evaluation of current attendance supports and challenges to identify areas for action (data, observations and views).
5. Stakeholders are consulted at relevant points to ensure context specific information.



6. School attendance policy and procedures are created in alignment with national and authority level guidance.
7. School promotes final attendance policy and procedures with all stakeholders.
8. School lead for attendance creates timeline and action plan for implementation of the policy.



9. Agree a date for policy to be reviewed.

8.7: Appendix 7: Guidance for developing an Establishment Attendance Policy & WAGOLLs (ELC/Primary/Secondary establishments)

National Policy Guidance – [Included, Engaged and Involved Part 1: Positive Approach to the Promotion and Management of Attendance in Scottish Schools](#) (IEI1, 2019) 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.’

This means:

- All educational establishments should 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 are different and therefore, policies should be contextualised to local needs and are likely to be different for early learning and childcare settings, primary and secondary schools, and other educational establishments.
- Educational establishments should refer to, and adhere to, the local authority 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, should provide professional learning to support the implementation of the policy.

Principles and structure

How the policy is developed and constructed by everyone in the learning community will determine its impact and value

The policy should be created and implemented alongside learners, parents/carers, and staff. Development, implementation, and evaluation as a collaborative process takes time. Renewing the policy should, therefore, be included on the school improvement plan and factored into parental/professional learning programmes.

The policy should reflect a whole school approach

The policy should be relevant to, and accessible by, everyone. It should be easy to read and remember. The policy should be re-producible as a poster and in leaflet format suitable for learners, parent/carers, and partners, and should be referred to in other communications such as the settings website and handbook, and other policies.

What’s in the policy

1. Why attendance matters and the impact of absence
2. Attendance is everyone’s responsibility – what’s your role?
3. Policy and practice – how we promote and support attendance

In the development of the policy pre-plan how its impact will be evaluated. Evaluation could include feedback from focus groups; wellbeing assessments such as Glasgow Motivation and Wellbeing Profile or SHANARRI wheels; improved attendance; reductions in referrals or exclusions; or satisfaction surveys. Feedback and evaluation will help keep the policy responsive and relevant to the needs of the learning community.

Operational Guidance: Schools should have accompanying operational guidance available for staff. Operational guidance will be mainly set by the Local Authority to ensure consistency in implementation across establishments.

Exemplars: Secondary Policy and Primary Poster (these are exemplification only and are not intended to be prescriptive).

Exemplar Policy (Secondary)

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: KIND, RESPECTFUL, INCLUSIVE and RELIABLE.

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

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 outwith the school, or an alternative placement.

For more information or help:

Learners – talk to an adult, see school posters, listen in assemblies and in PSE classes
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

ELC WAGOLL:

0-5 YEARS ATTENDANCE
- PROCEDURE

Rationale

At Glenbrae we expect high levels of attendance to ensure the best possible Early Learning and Childcare experience for all children. We aim to promote a positive attitude to attendance and to ensure the health and wellbeing of all children is at the centre of our practice and decision making.

Links to Legislation

- Inverclyde Council - Attendance Matters.
- Girfec.
- Care Inspectorate – Quality Framework for Daycare of Children, Childminding and school Aged Children.

Implementation

Attendance Matters leaflet given to all parent/ carers on enrolment and at the start of each year. Importance of good attendance, benefits and expectations will be shared with parents/ carers at August Information Session.

Regular reminders shared via Newsletter.

Authorised Absence

- Parent/ Carer calls nursery to inform staff that child will not be attending nursery.
- Date of call, Child's name, reason for absence and who has informed nursery of the absence should be recorded in The Authorised/ Unauthorised Absence Folder.
- A discussion should take place about exclusion periods, any advice/ action required and expected return date.
- Staff member receiving the call can agree when parent/ carer will be in contact again (depending on reason for absence).
- This information should be passed on to relevant playroom and SLT by whomever has taken the call.

Unauthorised Absence

- If a child has not appeared for nursery by 10am or 2pm and there has been no contact from parent/carer (depending on placement pattern) Clerical Assistant will contact Parent/ Carer.
- If there is no reply, Emergency Contacts will be contacted - list will be worked down until contact is made.
- Once contact is made Clerical Assistant will check if everything is ok and discuss reason for absence.
- Date of call, Child's name, reason for absence and who has informed nursery of the absence should be recorded in The Authorised/ Unauthorised Absence Folder.
- A discussion should take place about exclusion periods, any advice/ action required and expected return date.
- Staff member receiving the call can agree when parent/ carer will be in contact again (depending on reason for absence).
- Parent/ Carer will also be reminded to inform the nursery of future any absences.
- This information should be passed on to relevant playroom and SLT by whomever has taken the call.

Clerical Assistant is responsible for checking attendance in all rooms daily by 10am and 2pm.

These absences will be cross checked with the Authorised/ Unauthorised Absence Folder.

If required SLT will contact other agencies and professionals to inform them of a child's absence i.e. Social Work, Health Visitor etc.

If Clerical Assistant is off SLT will be responsible for this role.

Absence Monitoring

- Monthly Seemis report printed by Clerical Assistant at the end of each month.

- HoC will review these statistics with the following criteria:
 - Green: 100% to 90%
 - Orange: 89% to 80%
 - Red: Below 79%
- Identify children with an attendance rate below 90% in line with local authority targets. Compare this to last month's percentage and consider reasons for this - One off? Consistently low? Holidays? Only use certain days etc.
- Discuss these children with Clerical, Keyworker, SLT to determine any reasons for absence at monthly attendance meetings.

1. An initial conversation will take place with parents around the expectations of attendance and the importance of this.

2. At the next month's review of absence If no improvement AL1 will be sent (Appendix 1) along with a copy of attendance report and Attendance Matters leaflet. Another conversation will take place around the importance of attendance and any support required.

3. SLT will consider linking in with cluster establishments if there are concerns and siblings attend another educational establishment.

4. If no improvement in the next month AL2 will be sent (Appendix 2).

5. If attendance is below 20% SLT should consider - What actions need to be taken? Should we take the child to JST for extra support? Is there a need for a Single Agency Plan?

Other agencies involved may be contacted at any point depending on level of need, concern, multi-agency input etc.

- This information will be recorded in Attendance Record Overview in Managing Attendance (Appendix 3) folder which is located in diary cupboard in SLT Office.
- Copies of paperwork/ letters will also be located in this folder.

Any concerns regarding children's attendance should be reported to SLT immediately.

Resources

Authorised/ Unauthorised Absence Folder.

Monitoring

The Head is responsible for monitoring this procedure.

All staff responsible for implementing this procedure.

Review

Annually or as and when required in policy/ procedure calendar.

Absent From Nursery Policy (Children)

Legislative Framework

- Inverclyde Council Education Services Standard Circular 2.8.

Procedure

- Children's register should be taken daily as the children arrive.

Key: ✓ - when child has attended

H - when the child is on holiday

S - when the child is off due to sickness

A - when a child is absent without a call to the nursery

This must be followed on a daily basis. Any phone call from a parent should be written in the Absence Folder located in the reception.

- Parents are encouraged to phone or contact the Centre on the day of their child's absence from nursery.
- If the parent telephones and informs us of their child's absence, the child's keyworker will make a telephone wellbeing call if the child has not returned after 2 days. This will be recorded in Absence Folder (Yellow Folder) located at front reception.
- **Unauthorised absence:** Keyworkers will inform the Clerical Assistant and SMT of any child in their group who have an unauthorised absences on that day.
- SMT will contact parent by telephone or authorise Clerical Assistant to do so regarding absence. This will be recorded in Absence Folder (Yellow Folder) located at front reception.
- Once contact has been made, management in consultation with Keyworker will decide if any further action is required.
- If there are any other agencies involved with the family, contact with these agencies would be made.
- If no contact can be made, then the use of the emergency contacts numbers would be used to establish links with the family.
- If contact with any member of the family or outside agencies cannot be made, then the Centre would contact EYHQ who would seek advice and advise the Centre of further action.
- Clerical assistant runs a monthly student absence report which highlights to SMT children's attendance that has fallen below 70%
- This data then supports SMT to track individual children's attendance and support parents where required.

Responsibilities

- Children's absence is recorded in yellow absence folder which is located at clerical assistant assistant's desk at reception.
- Clerical assistant or SMT will take phone calls and record in absence folder. staff are responsible for completing register and reporting unauthorised absences to clerical assistant or SMT
- SMT should then contact any other agencies if appropriate.

Updated: September 2024

Primary WAGOLL:

Inverclyde Primary
Attendance Policy
October 2024



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: **KIND, RESPECTFUL, INCLUSIVE and RELIABLE.**

Rationale

This policy is underpinned by Inverclyde Attendance Policy and Guidance for Schools (October 2024). In _____ Primary, our average attendance for the school year 2023-2024 was _____%, **an increase** of _____% 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 _____ 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 _____.
- 2) To outline the processes, we follow to maximise attendance in _____.
- 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.

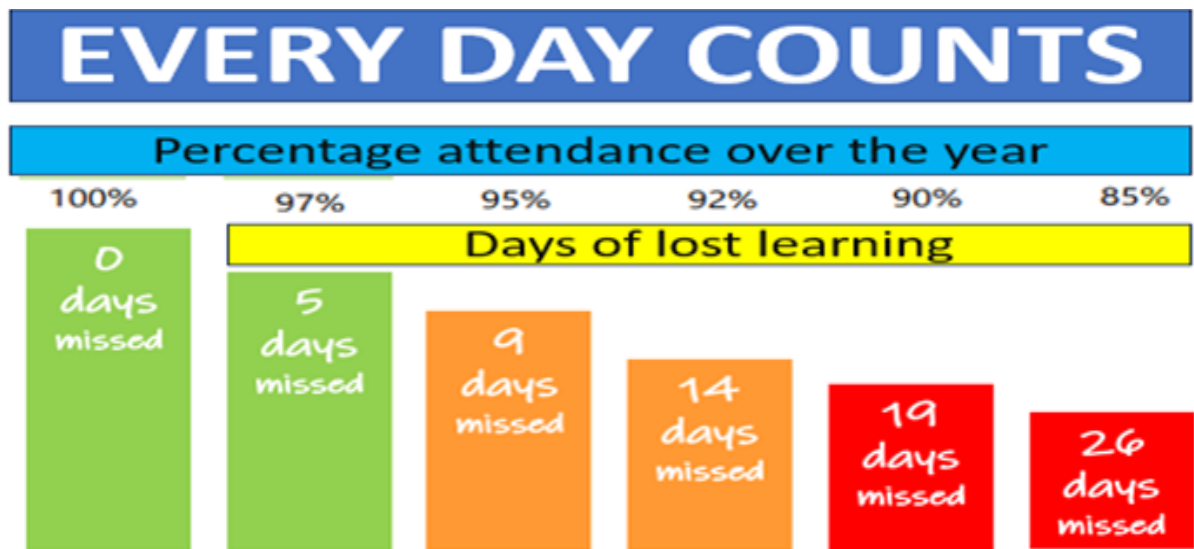
Attendance is important because:

- 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.

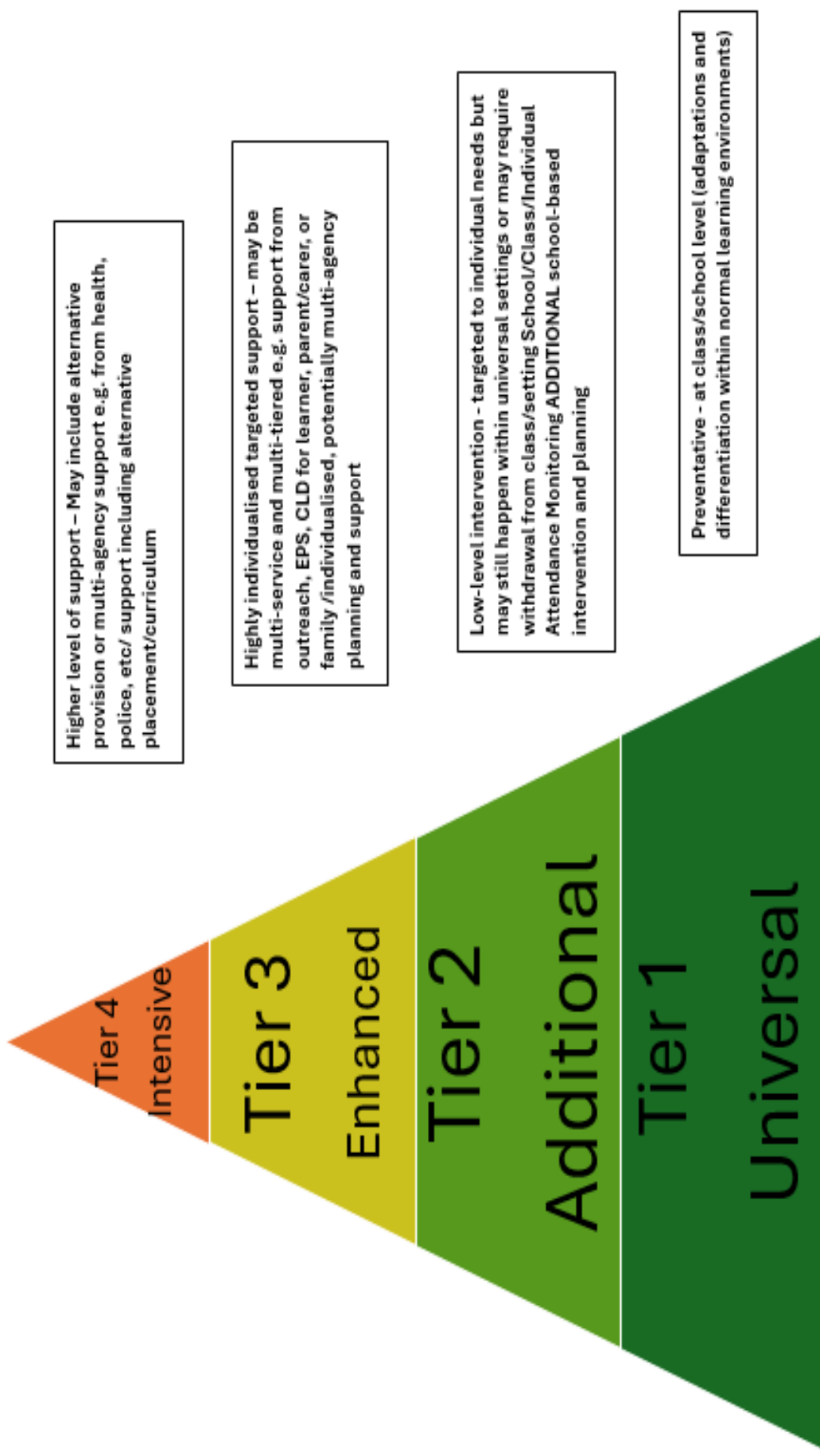
When absence becomes a concern, we support learners and their families through a tiered approach:

- 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 PSE classes
- **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

8.4: 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's 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 patterns in attendance / period truancy? - Are there any 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, leaflets and letters - Letter for Attendance - 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 offer 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 of 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?	- 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 2 – Letter B (Local Authority target 95%)
Additional Support Planning	- Identify key link person in 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 – may be multi-service and multi-tiered e.g. support from outreach, EPS, CLD for learner, parent/carer, or family /individualised, potentially multi-agency planning and support				
Who	What	Prompt Questions	Additional Resources	
Practitioners, Pastoral Support and 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 e.g. 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 an 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 - Group Call - 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 a part-time timetable, refer to part-time timetable guidance (Appendix 8.10) and ensure that this 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 named 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 (e.g. 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 individualised timetable/flexible programme (including college, work experience, volunteering, or training) - 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			

Operational Guidelines

Registration Processes

All schools are required to keep an attendance register of every pupil (Schools General (Scotland) Regulations 1975). Schools should use SEEMiS to record attendance, lateness and absence. Accurate records are vital in ensuring that learners are safe and protected.

Attendance is recorded twice per day in Primary School, at the start of the day and after lunch. In Primary School registration should be completed within 15 minutes of the session start time.

Task	Role	Actions
Daily Registration	Class Teacher	- Accurately record all attendance at the beginning of each day (by 9.15am) and after lunch - Record attendance in SEEMiS Click & Go - Review daily attendance data, identifying any concerning patterns - Report any concerning patterns to appropriate staff member (SLT) as appropriate
Daily Registration / Follow-up on Unexplained Absences	School Admin Staff	- Monitor absence notifications from parents/carers and update each pupil registration - Check for unexplained absences by 10AM each day - Send Groupcall messages to parents / carers of children / young people with unexplained absences - If still unexplained after Groupcall messages are sent: - Notify PT / DHT / HT of any concerns so they can consider further phone call or home visit where appropriate - Update SEEMiS with reasons for absence when obtained - Where possible, all TBC codes should be updated to the correct absence code by the end of the school day - If no reason can be obtained by the end of the school day, any outstanding TBC codes should be changed to UNA (unexplained absence) at the end of the school day - If parental contact has not been achieved by 11.30am, then emergency contacts should be phoned for clarification of absence - If contact remains unsuccessful, SLT should follow the Inverclyde Decision Making Tree for Unexplained Absence
Lateness	School Admin	- Record late arrivals in SEEMiS using appropriate codes - Monitor patterns of lateness - Communicate concerns to SLT as appropriate

Weekly Attendance Review	SLT (Identified Attendance Lead)	- Review attendance data for children/young people who are receiving any targeted support or interventions or at risk of low attendance - Identify children/young people with attendance below 90% over the past 4 weeks - Notify appropriate support staff of children/young people requiring intervention - Initiate Stage 1 of the attendance intervention process for these children/young persons
Monthly Attendance Review	SLT (Identified Attendance Lead)	- Review attendance data for children/young people who are receiving any targeted support or interventions or at risk of low attendance - Identify children/young people with attendance below 90% over the past 4 weeks - Notify appropriate support staff of children/young people requiring intervention - Initiate Stage 1 of the attendance intervention process for these children/young persons

Attendance Tracking & Monitoring:

The SLT will meet monthly to review the attendance of pupils below 90%. This will include information about the pupil's name, registration class, attendance percentage for the current tracking period and current attendance percentage, reasons for attendance being monitored and the action being taken.

The following will be discussed and monitored:	Pupil's attendance will be monitored for the following reasons:
- those pupils whose attendance is dropping - those who are making improvements - those who are in the 'at risk' or 'chronic absence' category - any emerging patterns. - vulnerable groups of pupils.	- Short term genuine illness /Long term genuine illness - Parental Holiday during term time - Unauthorised absence (Not in the school building and when contact parent/carer no reasons has been provided) - Truanting (In school building but not attending classes) - Refusal to attend (despite efforts of school staff, support services or parents, a pupil will not attend school) - Attendance improving - At risk - Chronic Absence - Late coming

Flowchart supporting improving attendance

The following flowchart is designed to maximise attendance and support absence. At all stages the children and families context should be considered alongside any identified actions.





CLYDEVIEW ACADEMY

MAXIMISING ATTENDANCE POLICY



077



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Rationale

Attendance at school is an increasing challenging issue in Scotland. We are working hard to address the problems it presents, including its impact on attainment, achievement and wellbeing of our young people. We hope we can work together to ensure all our young people are attending school.

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 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 the school in order to encourage good attendance.
- Schools should actively engage with parents to try and ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance
- The foundation for Clydevue Academy is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

Adapted from Education Scotland: “Included, Engaged and Involved Part 1”

Registration Processes

Role of Registration Teacher

Register teachers have an important pastoral role. Daily contact provides an opportunity to build positive, trusting relationships with young people and to notice if there are changes in a young person’s wellbeing. The role of the register teacher is to help children to develop a trusting relationship in school, and therefore develop a safe base. This provides children with a sense of security and enables them to explore their environment, to make the most of school opportunities and to take risks in their learning. This also sets the tone for the whole school day. The register teacher must employ a balanced approach to include both nurture and structure and be consistent with their approach. Any pastoral information or concerns should be passed to the young person’s Guidance teacher.

Register 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 EMA bursaries etc. The School Report will contain a printout of attendance and so it should be as accurate as possible. In addition to that, the Register Teacher has a vital role in establishing the importance of good attendance which is central to the continued attainment and success of our students.

Each day, it is the Register Teacher's responsibility to:

- Collect class register folder from the office (this should be returned after registration)
- Create a safe, calm and welcoming ethos at Registration with the intention of preparing young people for the day ahead
- Complete an accurate attendance/late coming record to the class on a daily basis
- Issue letters and information via pupils to parents and carers
- Read out the relevant notices in the school newsletter

Morning Registration 8.50 – 9.00am

Each morning, Register Teachers complete the register using the Seemis system. Any pupil not present in the Registration room should have the code TBC placed against their name on the on-screen register. Pupils entering the room after 8.55am should be marked LAT for late. Ideally, the register should not be completed until the last minute before the 9.00am bell, thus avoiding the need for pupils being sent to the office to report as late.

Assembly

Each class attends a weekly assembly in the hall on the same day each week. Registration takes place at the beginning of the assembly and the registration is completed on a paper copy which is returned to the relevant member of the SMT. Register Teachers stay with their classes in the Assembly Hall until the 9.00am bell. Period 1 class teachers should ensure that they complete a register upon the pupils' arrival at class as this will be used as the official attendance mark for the morning session.

Pupil Support – Guidance Teacher's responsibility

Principal Teachers - Guidance will liaise closely with the Register teacher to monitor attendance and late coming. Guidance will visit the register class as much as possible, but at least weekly.

Class Teacher Responsibilities

Class teachers are required to record their class attendance each teaching period of their school day. It is a legal requirement that this takes place each and every period as failure to do so creates anomalies in individual pupil's attendance figures. When teachers are completing the electronic class register, the system will display a dialogue box if discrepancies occur. This will be monitored by the Office Staff and will alert Guidance and SMT to pupils who are truanting or missing from class without permission. The exceptions to this are Period 1 and Period 5, when a TBC initiates an alert and a truancy call home. Incomplete registers will be monitored period by period and if a member of staff is regularly not completing registers this will be followed up by the Head Teacher.

If a pupil arrives late to class, the class teacher should change the registration mark to LATE on Seemis.

Pupil responsibilities

- **Pupils have a responsibility to attend school on time.**
- **Pupils who are feeling unwell should report to the school office.** If the pupil needs to be sent home, a member of the office staff will contact home to arrange for pupils to be collected from

school. **Pupils should not leave school without permission, nor should they text parents themselves to request collection from school. This must be done through the school office.**

- **Pupils have a responsibility to be at school on time in the morning, after lunch and for each period.**

Parental responsibilities

- **Parents have a responsibility to ensure their child attends school 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 of absence, preferably before 9am and each subsequent day thereafter.
 - By telephone call (01475715050)
 - By email (includydeviue@glowscotland.onmicrosoft.com)
 - Using the Parent Portal App
- Student appointments during the school day should be minimised as much as possible. If an appointment is necessary, contact should be made with the school and the time recorded as a permission (PER). If the young person is going to be absent for the whole day to attend this appointment, this should be recorded as Medical or Dental Appointment Whole Opening (PWO).

Attendance Management – Daily Procedures

1. For the purpose of attendance management Period 1 will be used rather than Registration. All class registers should be completed by 9.10am (with the exception of PE, which should be completed by 9.20am. _____ will check on incomplete registers and alert staff to complete immediately (initially by contacting PTs or departmental bases). If period 1 after assembly, please give an additional 10 mins.
2. Truancy call should be sent by 9.30am. Parent/Carers and all contacts of those young people on the High-Risk list should be telephoned immediately and repeatedly until contact is made (_____).
3. At 9.45am _____ should run an anomalies report and begin calls for unexplained absence and change codes as appropriate. This should continue until all phone calls are completed.
4. If by 11am a reason for absence cannot be obtained for any student on the High-Risk list, the name should be passed to _____ or _____ and agencies (SW/Police Scotland) contacted.
5. At 1.25pm office staff will check on incomplete Period 5 registers and alert staff to complete immediately.
6. Truancy call should be sent by 1.35pm

7. At 1.45pm office staff should run an anomalies report and begin calls for unexplained absence and change codes as appropriate.
8. If contact has not been possible for two consecutive days and all contacts have been telephoned with messages left, the name should be emailed to _____ copying in _____.
9. All period registers should be completed within the first 10 mins of the lesson (with the exception of PE, which should be completed in the first 20 mins). Period by period absence will be followed up by _____ through anomalies reports and truancy calls. _____ will also be responsible for notifying PTs that staff have not completed a register throughout the day. Periods 6 and 7 will be covered by _____

Attendance Management – Weekly Procedures

1. Guidance staff will continue to follow up on TBCs throughout the week at registration and during PSE time. TBCs will be updated with the appropriate registrations mark on Seemis using the anomalies report.
2. Office staff will update college non-attendance on Seemis as and when we receive the attendance information from the college. This is also updated on the college attendance spreadsheet saved in the Guidance folder. Guidance should check this weekly.
3. Year Heads will update Seemis with appropriate registration marks on Seemis as appropriate and will also liaise with Guidance, Office staff and parents/carers to support young people to attend all classes.
4. Any concerns relating to patterns of non-attendance in a particular subject should be flagged up to the Department Principal Teacher in the first instance for action to address any issues relating to that specific subject. If there are wider pastoral concerns relating to the non-attendance this should then be passed by the Department Principal Teacher to Guidance.
5. Concerns regarding patterns of non-attendance of any young person in receipt of EMA should be passed to _____.

Flexible Timetables

It is the responsibility of the Year Head to update a pupil timetable if a pupil has flexible timetable arrangements. The Year Head should print a copy of the timetable, writing on where the pupil should be for each period of the day, noting the appropriate attendance mark. This should be passed to Jacqui, who will update Seemis, scan a copy of the timetable and save to:

I:\Department - Faculty\Guidance\Flexible Timetables\Copies of flexible timetables

The filename should be the pupil first initial, and surname followed by the date, e.g. [REDACTED]
[REDACTED]. This will allow all SMT, Guidance and office staff to be able to access the timetables if necessary.

Achievement Room (_____)

- A list of all pupils and the periods attending the achievement room should be sent to the office in advance of the block (_____)
- Each teacher responsible for the achievement room should take a paper register and send it to the office within the first 10 mins of the period.
- The office staff will change those present to SCH
- If a pupil is absent, and not in their timetabled class, they should be marked as TRU and a truancy call should go home.

Achievement Zone (_____)

- A list of all pupils and the periods attending the achievement room should be sent to the office each week (_____)
- Each teacher responsible for the achievement room should take a paper register and send it to the office within the first 10 mins of the period.
- The office staff will change those present to SCH
- If a pupil is absent, and not in their timetabled class, they should be marked as TRU and a truancy call should go home.

Withdrawal from a subject

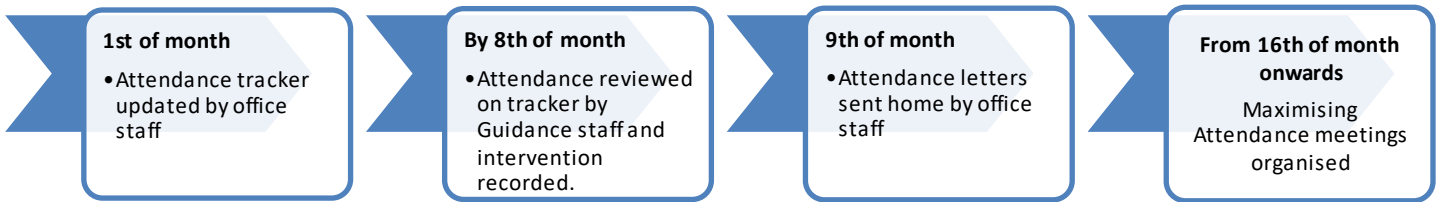
- If a pupil is withdrawn from a subject, they should continue to attend and remain in the class to study. The teacher should register the pupil.
- Year Head should note on the form the reasons for withdrawal and interventions before passing to _____.
- If there needs to be a flexible arrangement in place, e.g. the pupil should attend somewhere else and flexible timetable arrangements should be followed.

Attendance Tracking and Monitoring

Role of PT Guidance

It is the responsibility of the Guidance Teacher to review the attendance for their caseload. 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. On a weekly basis, TBCs should be removed and the appropriate code marked on the system.

On a monthly basis each student’s attendance percentage should be reviewed using the Attendance Tracker Spreadsheet. If attendance falls below 90% or continues to decline appropriate interventions should be made to help improve a young person’s attendance. These interventions could range from a call home to discuss, a letter home noting the concern, a parental meeting, request for support from the Clydeview Support Team, or Home Link Support. The intervention should be noted on the Attendance Tracker spreadsheet. It is essential that attendance is monitored closely, and an early intervention approach applied.



Role of Year Head

Year Head’s should review the Attendance Tracker spreadsheet regularly. Each month, Year Heads should meet with each Guidance teacher to review interventions to ensure that the appropriate support is in place for any young person whose attendance falls below 90% (see maximising attendance).

Role of DHT – Pupil Support (Attendance co-ordinator)

The DHT with responsibility for Pupil Support should ensure that the Attendance Tracker Spreadsheet is updated each month (_____) to be accessed by Guidance staff and Year Heads. Each month, the DHT Support will report on current trends in attendance. The DHT Support will also monitor the impact of strategies in place on improving attendance. The DHT Support will also track the attendance of targeted groups (young people impacted by poverty, CEYP, high risk list etc.) to identify any concerns and monitor the effectiveness of interventions. Any concerns in relation to individual young people should be passed to the relevant Guidance teacher.

Role of Head Teacher

Each term the Head Teacher should ensure that attendance is discussed at an SMT meeting to review and examine the impact of the interventions put in place and discuss trends in particular groupings.

Maximising Attendance

In addition to all of the above responsibilities in relation to attendance, the following procedures should be followed by PT Guidance staff to maximise the attendance of all pupils in Clydeview Academy.

Attendance letters

The ultimate responsibility for monitoring pupil attendance and latecoming lies with the PT Guidance who will liaise closely with Registration Teachers and Year Heads.

The threshold for attendance at Clydeview Academy is 90%, although it may be appropriate and relevant for supports to be in place prior to reaching this threshold.

At threshold, the following letters will be sent home and associated action will be taken:

Letter	Trigger	Action
Letter 1	Attendance has reached threshold of 90%	Parents/Carers are asked to contact child’s Guidance

		teacher to discuss reasons for absence.
Letter 2	At next tracking period, if there is no improvement in attendance.	Parents/Carers are asked to contact child's Guidance teacher to discuss reasons for absence.
Letter 3	At next tracking period, if there is no improvement in attendance.	Guidance Teachers will organise a Maximising Attendance meeting to fully explore reasons for absence and to agree support for pupil to improve attendance.
Letter 3B	At next tracking period, if there is no improvement in attendance.	Agreement sought from parent/carer to refer to Joint Support Team. If no agreement, a request for assistance should be submitted to social work.
Letter 4	At next tracking period, if there is no improvement in attendance.	Referral to Children's Reporter.

Latecoming letters

Each tracking period, latecoming will be monitored as follows:

- Each time late in the week – email sent to parent/carer at 12pm
- Pupil regularly late e.g. over 10 times late or regularly late, e.g. every Monday – formal latecoming procedures begin

Formal latecoming procedures will begin as follows:

Email	Trigger	Action
Email 1	3 times late in a week or regularly late	Parents/Carers are asked to contact child's Guidance teacher to discuss further support required.
Email 2	At next tracking period, if there is no improvement in timekeeping	Parents/Carers are asked to contact child's Guidance teacher to discuss further support required.
Email 3	At next tracking period, if there is no improvement in timekeeping	Guidance Teachers will organise a Maximising Attendance meeting to fully explore reasons for latecoming and to agree support for pupil to attend school on time.

e.g.

Pupil Name	Reg Class	% attendance	Monitoring category	Action
Pupil A	2D	89%	Short term genuine illness	Letter 1
Pupil B	4C	75%	Parental Holiday	Letter 1
Pupil C	5F	65%	Truanting. At risk	Letter 3 – Maximising attendance meeting TBA
Pupil D	1E	69%	Attendance improving	Continue to monitor
Pupil E	3B	65%	Refusal to attend. Chronic absence	Letter 4 – referral to Children’s reporter

Email 3B	At next tracking period, if there is no improvement in timekeeping	Agreement sought from parent/carer to refer to Joint Support Team. If no agreement, a request for assistance should be submitted to social work.
Email 4	At next tracking period, if there is no improvement in timekeeping	Referral to Children’s Reporter.

Attendance Monthly Meetings

The DHT Support, relevant Year Head and PT Guidance will meet monthly to review the attendance of pupils below 90%. This will include information about the pupil name, registration class, attendance percentage for the current tracking period and current attendance percentage, reasons for attendance being monitored and the action being taken by the Guidance teacher. This information will be shared with all staff. The following will be discussed and monitored:

- those pupils whose attendance is dropping
- those who are making improvements
- those who are in the ‘at risk’ or ‘chronic absence’ category
- any emerging patterns.
- vulnerable groups of pupils

Monitoring Categories

Pupil’s attendance will be monitored for the following reasons:

- Short term genuine illness
- Long term genuine illness
- Parental Holiday during term time

- Unauthorised absence (Not in the school building and when contact parent/carer no reasons has been provided)
- Truancing (In school building but not attending classes)
- Refusal to attend (despite efforts of school staff, support services or parents, a pupil will not attend school)
- Attendance improving
- At risk
- Chronic Absence
- Latecoming

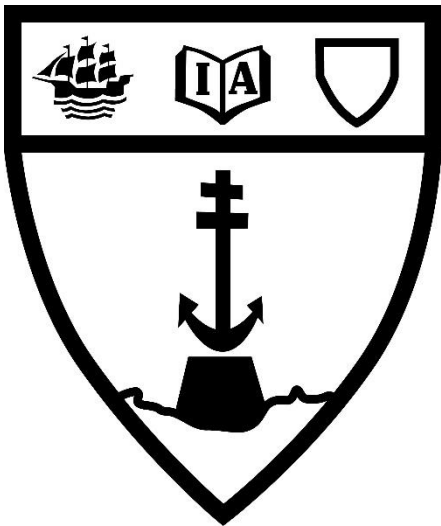
Appendices

1. [Attendance Tree](#)
2. [Attendance Codes](#)
3. [Attendance Matters at Clydeview – Parental Leaflet part 1](#)
4. [Attendance Matters at Clydeview – Parental Leaflet part 2](#)
5. [Attendance Letter 1](#)
6. [Attendance Letter 2](#)
7. [Attendance Letter 3](#)
8. [Attendance Letter 3B](#)
9. [Attendance Letter 3B Alternative](#)
10. [Attendance Letter 4](#)

INVERCLYDE ACADEMY

MAXIMISING ATTENDANCE POLICY

2024



Purpose and Aim

Inverclyde Academy, in line with council policy aims to promote good attendance at school. This is necessary to help learners become confident individuals, effective contributors, responsible citizens and successful learners.

The purpose of this policy is to provide all stakeholders with a framework which offers guidance and strategy to maximise pupil attendance. Our aim is to promote good attendance at school. Absence from school, whatever the cause, disrupts learning.

We expect all members of our school community to contribute to a positive school ethos which encourages and supports excellent attendance.

It is the responsibility of all pupils, parents and staff to ensure that our school community provides a safe, welcoming, interesting and enjoyable learning environment that encourages excellent attendance. This will promote high attainment, positive sustained destinations and support the safeguarding and wellbeing of our pupils.

It is a legal and contractual responsibility that all staff and the school maintain accurate attendance records for all pupils. Inverclyde Academy aims to adopt pro-active strategies and processes to promote good attendance.

Principles

The principles of Maximising Attendance within Inverclyde Academy are:

- We will promote positive relationships amongst all members of our school community and ensure everyone feels safe in a nurturing environment
- We will provide opportunity for all pupils to be included, engaged and involved in their learning
- We will work in partnership with pupils, parents and other agencies to eliminate barriers to promote excellent attendance and positive outcomes for all pupils as necessary
- We are committed to providing an appropriate education for young people of secondary school age and will support pupils and parents to maximise attendance in accordance with law (Education (Scotland) Act 1980)
- We respect the rights of children and young people as paramount (Children and Young People (Scotland) Act 2014)
- We respect the rights of children and young people with additional support needs (The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended))
- We will support effective communication, including sharing relevant and proportionate information, where appropriate, in accordance with the Data Protection Act 1998 and Human Rights Act 1998
- We will share information where appropriate and work jointly to make sure we are co-ordinated and cohesive in all that we do
- We are committed to providing an appropriate education for young people of secondary school age and will support pupils and parents/carers to maximise attendance in accordance with law (Education Scotland Act 1980)

The Education (Scotland) Act

The Education (Scotland) Act 1980 creates a duty on Inverclyde Academy to provide adequate education and guidance to young people of secondary school age. The act also places a duty on parents to provide education for their children along with a justifiable explanation for non-attendance within 48 hours of an absence from school. Where appropriate, we have a duty to work with other authority agencies, namely Social Work, to ensure all pupils attend school.

In accordance with the Education (Scotland) Act (2016), Inverclyde Academy, working with the authority, the pupil and parents, may reduce the prescribed 27 hours of learning each week, if found to adversely affect the extent to which the pupil is or would be:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

Attendance

Attendance is defined as the participation in a programme of educational activities arranged and agreed by Inverclyde Academy, Including:

- Attendance at school
- Learning out with the school provided by a college or other learning provider whilst still on our school role
- Educational visits in conjunction with the school
- 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 pupils participating in the SQA diet of examinations
- Receiving tuition via hospital or outreach teaching services; and
- Work Placements Standard
- Personal Learning Pathway

Authorised Absence

In Inverclyde Academy, we may authorise absence when we are satisfied by a legitimate reason provided by the parent or carer via a note, email or phone call. Some reasons which may be accepted include:

- Illness – short term where no further provision is required
- Medical or dental appointments
- Meetings prior to, and in, court

Classification - No Classification

- Attendance at, or in connection with, a Children’s Hearing or Care Review or appointment with another service provider, e.g. social work
- Religious observance
- Bereavement
- Weddings or funerals of those close to the family
- Arranged absence in relation to children in Gypsy/Traveller families
- Participation in non-school debates, sports, musical or drama activities agreed by the school
- Lack of school provided transport
- Exceptional domestic circumstances;
- Period of exclusion
- Parental holidays – but only as agreed by the school in exceptional circumstances.

Unauthorised Absence

We will record absence accurately, in particular, in situations where no satisfactory reason has been provided absence will be recorded as unauthorised. Examples are likely to include:

- Most family holidays – unless there are exceptional circumstances as outlined previously
- Parent/Carer condoned absence where the school does not agree that there is a satisfactory reason
- Truancy, with or without parental/carers knowledge
- All other unexplained absence
- Longer-term exceptional domestic carer circumstances where support has been provided
- During disputes, such as relating to the return of a pupil after an exclusion.

Providing for pupils during long-term illness

In accordance with the Education (Scotland) Act 1980 and amended Standards in Scotland’s Schools Act 2000, we will work to access outreach teaching or home tuition where appropriate.
We will maintain contact with the pupil and their family through Pupil Support Staff and Homelink Worker. Inverclyde Academy Staff will provide appropriate work to be completed at home, either in hard copy or via Microsoft Teams, we will also aim to maximise use of e-learning resources such as E-Sgoil and West Partnership to enable the pupil to maintain meaningful learning, if appropriate.
Pupil Support and staff will work with the pupil and their family to ensure a timely and successful return to school, whilst ensuring the pupil’s needs are being met.

Looked After and Vulnerable Pupils

We will work closely with a range of internal and external services to ensure the needs of LAC and vulnerable pupils are met to enable them to attend school. We will protect pupil dignity by being discreet about supports in place and through being mindful of the impact of when and where meetings/hearings take place. As part of our commitment to nurture we will relentlessly attempt to build positive relationships with pupils as we recognise that positive adult and peer relationships along with recognising and supporting their talents and potential can lead to increased self-esteem, resulting in improved attendance and ultimately better achievement.

As part of our targeted approach we monitor the attendance of LAC and vulnerable pupils every period and ensure that any discrepancies are checked immediately. Where a child is found to be missing, appropriate steps are taken including contacting parent/carers, social work and police as necessary.

Targeted pupils with historical poor attendance and their families will work with Pupil Support Staff and our Home Link Worker to identify barriers and build positive home-school partnership which will enable supports in place to bring about improved attendance. We will also work closely with Corporate Parenting Team teaching staff to support LAC pupils with their learning and attendance.

Truancy

Any pupil who is identified as being truanting will have a discussion with the appropriate Pupil Support Teacher and a call may be placed home. When a pupil is truanting a discussion will take place with the pupil and parent/guardian to establish reasons and concerns regarding this. A detention may be issued for this and an attendance monitoring card may be utilised if appropriate.

Late Coming

When a pupil arrives late to school after 9.00am they should report directly to their class and their attendance will be updated accordingly on Seemis.

Pupils arriving late to class should be marked as LATE on the Seemis system. This should be done by the teacher on a period by period basis. This will allow Pupil Support staff and SLT to see the pattern of a pupil's timekeeping.

Pupil Support staff will monitor pupils arriving late to school and class during their weekly attendance checks and will then take appropriate action. Actions surrounding late coming may include: contact with home/meetings with parents/guardians or home visits where appropriate. Detention may be issued if there is persistent late-coming with no reasonable cause.

Responsibilities of Pupils

Pupils are expected to attend all classes every school day and on time. Pupils are aware of the dangers of truancy and the negative impact absence has on their learning. Pupils are encouraged to take a 'work approach' to attendance; that is they should only absent themselves when their health is too poor to attend school. Pupils are expected to and encouraged to share any concerns which may affect their wellbeing and may impact their attendance with their key adult (their Pupil Support teacher). Pupils are also expected to buy into supports put in place to meet their needs.

Responsibilities of Parents/Carers

Parents/Carers will make arrangements for their child to attend school every day and on time. Parents/Carers will actively encourage positive attendance and not condone absence through minor ailments in line with a 'work approach' to attendance. Parents/Carers will work in partnership with the school and engage with Inverclyde Academy and other service supports in place.

Parents/Carers will notify the school of any planned absence including the reason. All unplanned absences should be reported on the day with a reason to the school office, via parent portal or an email.

Responsibilities of Classroom Staff

There is a statutory duty placed on all staff to record pupil attendance accurately.

- Staff are required to verbally call out the class register and accurately complete the recording of pupil attendance on Seemis
- On any occasion when Seemis is unavailable, classroom teachers should complete a paper register and send this to the school office
- Registers should be completed within the first 10 minutes of a lesson
- Overwrite TBC code to LAT if pupil subsequently arrives late.
- Teachers should sign any Monitoring cards for attendance
- To encourage positive attendance, teachers are expected to build positive relationships with all pupils regardless of previous experience.
- Teachers should create a positive learning environment by welcoming pupils into the class and encouraging them to succeed by expecting the best from every pupil.
- Teachers will be nurturing in their approach to pupils. Lessons will be interesting, engaging and differentiated to meet learner needs
- Teachers will have learning conversations to promote improvement and can discuss attendance concerns impacting on potential attainment (as guided by ASN confidential information updated by Pupil Support staff)

- Classroom teachers must highlight any concerns to the appropriate Pupil Support teacher/PT Subject as they arise to aid early intervention.
- If a pupil has been flagged as 'Red Alert' as per GIRFEC updates, and has not arrived to class then the Office Staff should be alerted immediately.
- Pupils who are absent from class should be marked as TBC and Office Staff or Pupil Support will alter attendance codes as appropriate.

Any pupil arriving late to class should also be marked as LATE. Late coming to class should be dealt with as a classroom management issue. Where a teacher is not successful in improving this situation they should refer the matter to their Principal Teacher.

Class Teachers may be informed by a member of SLT, or Pupil Support Staff if they have an incomplete or inaccurate register. If there is a Seemis issue causing anomalies or an incomplete register it should be reported as soon as possible.

Responsibilities of Principal Teachers (Curriculum)

- Clear processes must be in place in each department for staff to report attendance concerns
- It is the Principal Teacher's responsibility to ensure that **class lists** are updated as appropriate to ensure accurate registers. If there are discrepancies between class lists and registers please see Karen Robinson to assist with resolving this
- Regular review of attendance concerns from staff
- Support staff in their department/s to ensure that registration is completed accurately and timely. This may include additional training in the use of the Seemis system if required
- Principal Teachers may be informed by a member of SLT, or Pupil Support Staff if any member of staff in their department/s has not completed registration for any of their classes and should support the class teacher to complete the register retrospectively
- Support staff in improving the timekeeping and attendance of pupils in their classes when a pupil is referred to them by the class teacher.

Responsibilities of Principal Teacher Pupil Support

As the allocated Key Adult for pupils, Pupil Support Staff will build long lasting, positive relationships with all pupils in their case load. Pupil Support staff are central to gathering information about pupils and identifying their additional support needs. Through daily monitoring of pupil attendance in their case load they will identify at the earliest point pupils who require additional support to maximise their attendance. Pupil Support staff are committed to delivering high standards of pastoral care which enables them to:

- Be aware of early signs of concern which may cause absence, to allow preventative support to be arranged
- Develop positive relationships with pupils and parents to ensure difficulties are discussed and resolved
- Adjust attendance codes as required ensuring all TBC codes are updated and absences are accounted for.
- Respond quickly to absence, to ensure pupils are safe and well
- Liaise with and refer pupils to appropriate agencies e.g. EST, Scottish Children's Reporter, Social Work services Request For Assistance, ASG
- Follow up on attendance discrepancies in a timely manner to enable Inverclyde Academy and our partners to make an effective response
- Maintain accurate record for those with Flexible Timetable arrangements agreed at TAC meetings
- Use PSE effectively to discuss attendance trends and set individual targets
- Support reintegration into learning on returning from absence
- Issue monitoring cards for attendance and timekeeping
- Promote attendance competitions and House rewards
- Reward high attendance via merits, tokens and certificates

- Discuss attendance concerns at monthly meeting with link DHT
- Emphasise the attendance link with the Education Maintenance Allowance
- Complete weekly monitoring of Attendance via Attendance Intervention Spreadsheet
- Contribute to monthly Caseload analysis of attendance/timekeeping at Departmental Meeting.

Responsibilities of Senior Leadership Team

- Encourage maximum attendance and good timekeeping at all times for all pupils
- Liaise with all staff in school and external agencies as appropriate
- Reinforce the message of good attendance and timekeeping at assemblies, parental/carers contacts and parent/carers consultations
- Agree appropriate strategies for improving the attendance of pupils returning after a prolonged absence i.e. phased return
- Consider alternative curriculum or other external provision for specific pupils with ASN e.g. poor attenders, school refusers
- Promote the attendance competitions, rewards trips and reward system.

Responsibilities of Office Staff

- Record attendance alterations as requested by Pupil Support and SLT i.e. curricular visits, other attendance outside of school and other requirements.
- Record attendance alterations as advised by parent/carers via phone, email or parent portal. This will be logged on Seemis and relevant PTPS alerted.
- Send absence email Am to all pupils who have been marked as TBC
- Update registration codes based on returns from PTPS and SLT (including college and further apprenticeships)
- Send out truancy calls to parents of pupils who are Red Alert.

It is expected that Pupil Support staff will follow the procedures detailed in the **Staged Intervention Process** using their professional judgement and consulting with SLT as appropriate.

In order to ensure that all pupils have regular attendance or explained/supported absence the following checks should be made by Pupil Support staff:

- Check attendance of pupils and follow up any anomalies*
- Ensure all Flexible Timetable pupils have correct attendance coding
- Pupil Support Teachers visit Registration classes regularly to support good attendance habits.
- Pupil Support Teachers will contact class teachers if a register is incomplete or inaccurate to alert staff to this error.

***All TBC anomalies should be corrected within a maximum of two weeks by Pupil Support Staff.**

Monthly

- Pupil Support Teachers are following the Staged intervention Process to maximise pupils' attendance.
- This is maintained and monitored via a centralised spreadsheet.
- Pupils for whom there are attendance concerns are highlighted monthly and discussed at House group meeting with SLT member
- Whole school attendance is discussed as a monthly item on the Pupil Support Departmental Meeting agenda

- Letters will be issued to parents/carers and interventions put in place (see Staged Intervention Process)

Staged Intervention Process

START OF TERM (WEEKS1-4) Daily monitoring of House Group Attendance at an early stage. Attendance discussed in PSE and at Yeargroup assemblies to raise awareness of this. Attendance is 90% or below in first 4 weeks. Actions: contact with parent/carers. Early intervention meeting where required.

Stage 1 Phone call, **Early Intervention Letter A** (below 90%)

Stage 2 Phone call, **Maximising Attendance Letter B** sent (85% or below) Parent to contact PTPS to discuss

Stage 3 – Lack of improvement/no sustained improvement since Stage 2 intervention. Phone call, **Pupil Support Teacher Meeting Letter C** to be sent. Parent/Carer to meet with PTPS. Referral to EST where appropriate after parental discussion. Strategies implemented and additional support sought if necessary.

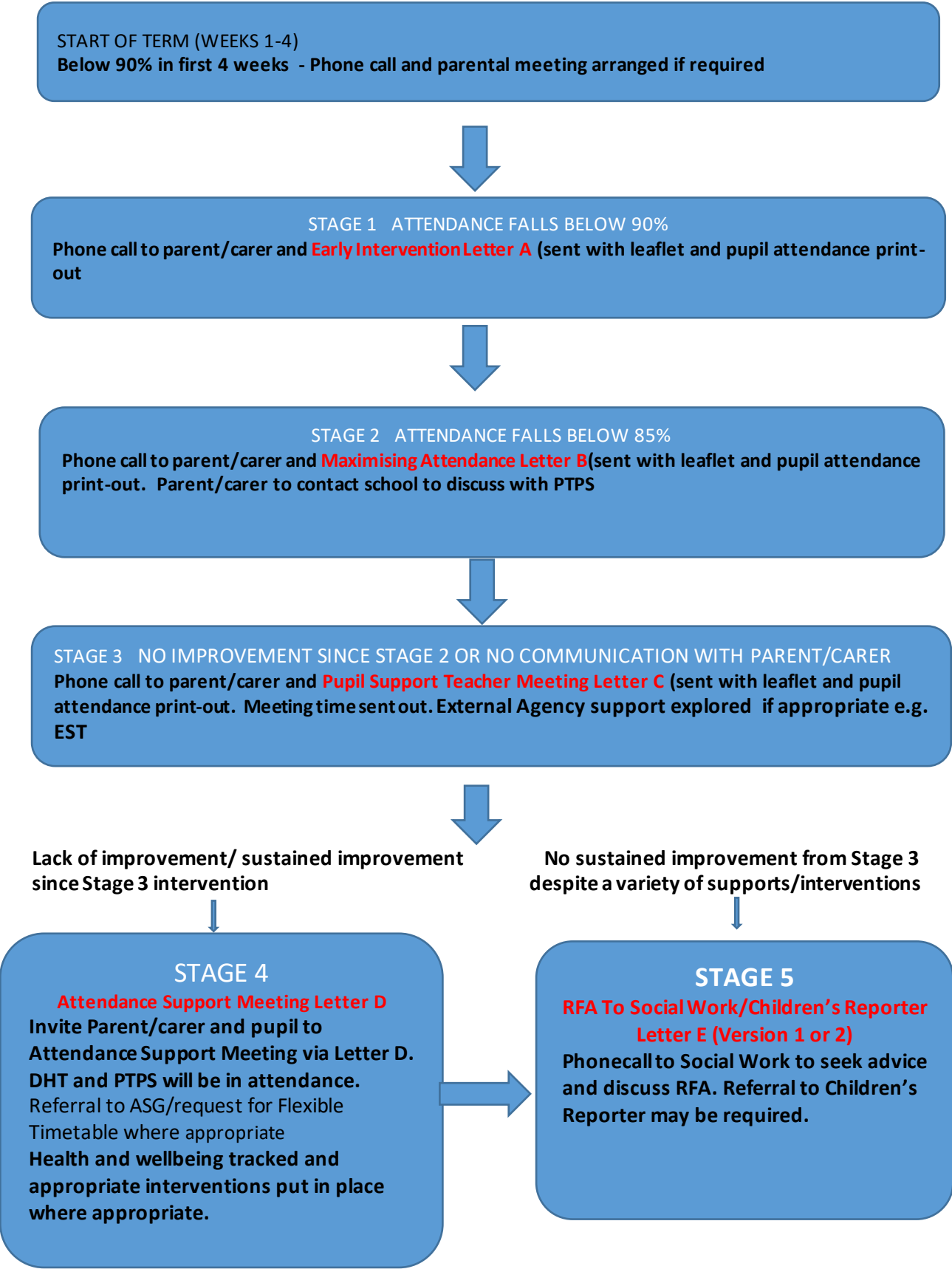
Stage 4 – Lack of improvement/no sustained improvement since Stage 3 intervention. Phone call, **Attendance Support Meeting Letter D** to be sent. Parent/Carer to meet with DHT &PTPS Referral to ASG/Request for Flexible Timetable where appropriate. At this stage, pupils’ health and well-being will be tracked and monitored using well-being tools that will help to plan interventions that will meet their needs and this will be tracked termly and updated.

Stage 5 – No sustained improvement from Stage 3 despite interventions. **Letter E Referral to Reporter (version 1 or 2) sent and Request For Assistance to Social Work explored.** Initial call to Social Work prior to referral. Referral to Children’s Reporter if no resolution or co-operation from parent/carers.

Attendance visual and Individual Attendance summary sent out with every letter

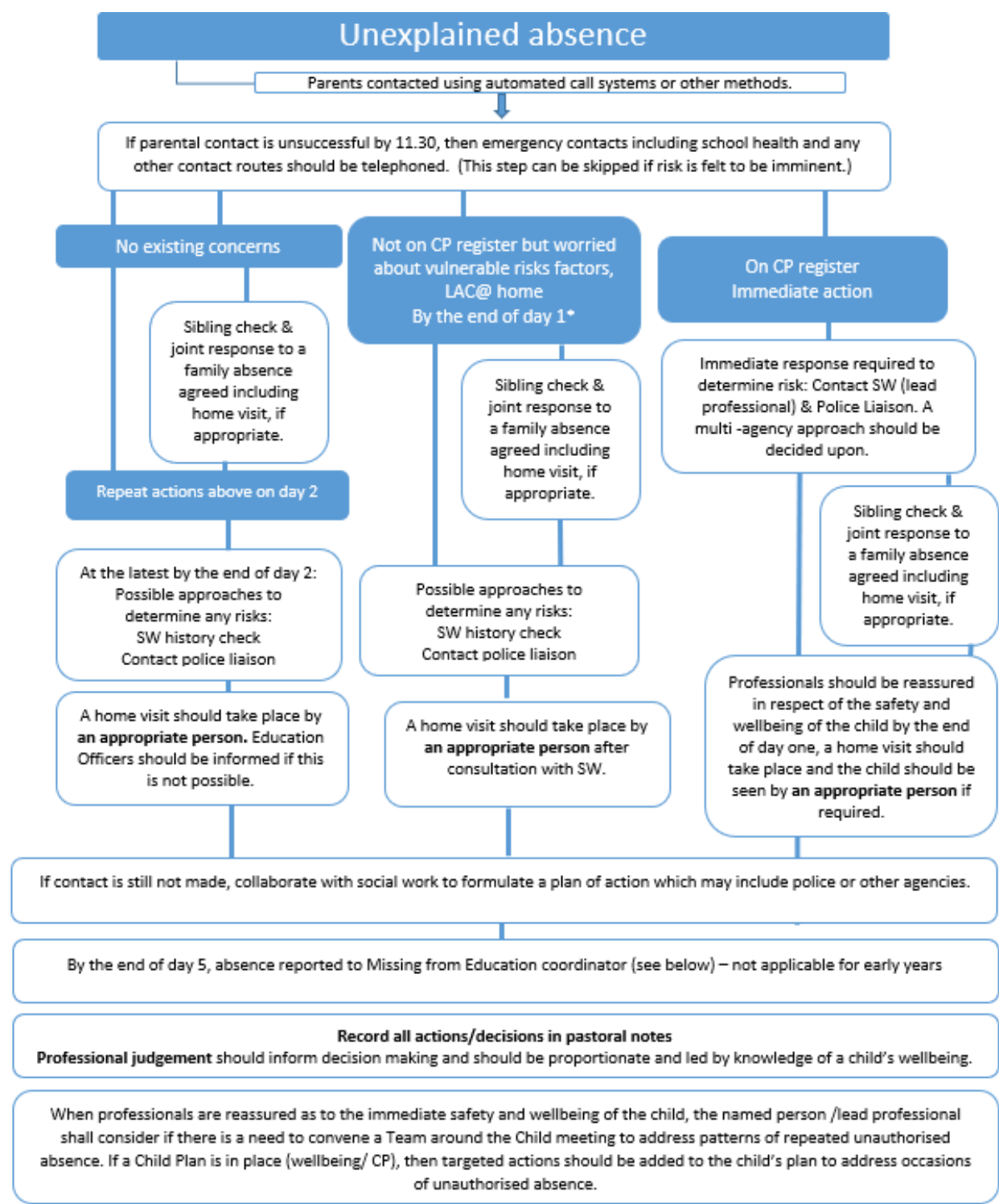
	ASSESSMENT/IDENTIFICATION	INTERVENTION (Depending on outcome of assessment at each stage the following interventions may be considered appropriate)
Early Identification (weeks 1-4) 90%-99% attendance	• Monitor of attendance through Seemis and attendance spreadsheet • Daily Discrepancy Report • Weekly printout monitored by Pupil Support • Discussion of possible risk factors – school, individual, family • Parent/Young person interview with PTPC • Regular theme of Attendance at Assemblies • Rewards scheme for Attendance	• Text message sent home on day of absence • School contact home by phone • Involve young person in attendance target setting • Support arranged in school if appropriate • Safe haven offered • Raising awareness of the importance of attendance with all staff • Raising awareness of the importance of attendance with all parents' carers via emails, leaflets • PSE priority - Merit and Token issued for 100% attendance and no latecomings OR merit for improved attendance/timekeeping • Monthly Attendance certificates issued • Termly Headteacher Certificate • Early Intervention Phone call/meeting if attendance is below 90% in first 4 weeks.
STAGE 1 BELOW 90%	• Monitor of attendance through SEEMIS and attendance spreadsheet • Daily absence calls • Pastoral Notes • Discussion of possible risk factors – school, individual, family • Parent/young person discussion with PTPS • No reply to texts, phone calls or letters • Teacher related concerns – has this been dealt with e.g. teacher-pupil reconciliation, pupil moved class • Identification of patterns of non-attendance noted and cause determined • Poor pupil/staff relationships • Whole school related concerns identified by PTPS	• School contact home if there is a pattern of absence • Involve child/young person in target setting. Use of an Attendance Card if appropriate. • Support in school e.g. meeting young person outside school entrance, register late/early to avoid morning rush etc • Safe haven • Allow access to a telephone • Phone call and Early Intervention Letter A (with attendance print-out and leaflet) to be sent if it continues to drop.

Stage 2 Attendance falls below 85%	• Analysis of attendance spreadsheet shows attendance falling below 85% • No reply to phone calls or letters • Any further academic concerns • Peer related concerns – is pupil supported through Positive Relationships and Positive Behaviour Policy? • Teacher related concerns – has this been dealt with e.g. teacher-pupil reconciliation, pupil moved class • Any wider concerns	• Clear communication and planning between parents/guardian, school and child/young person • Encourage parents/carers to return child to school as soon as possible • Peer support/buddy systems • Encourage use of relaxation techniques and basic coping strategies, positive self talk • Smart targets set with parent/guardian and pupil • Amended timetables – (this should be short term and appropriate codes used) • Process of phone call, Maximising Letter B if attendance continues to drop. Parent/carers to contact school to discuss. •
Stage 3 /4 Lack of improvement/sustained improvement since previous intervention	• Analysis of attendance spreadsheet shows attendance remaining below 85% • No reply to phone calls or letters • Any further academic concerns • Peer related concerns – is pupil supported through Positive Relationships and Positive Behaviour Policy? • Teacher related concerns – has this been dealt with e.g. teacher-pupil reconciliation, pupil moved class • Pupil Support Staff will request Wellbeing Information from staff • Any wider concerns	• Clear communication and planning between parents/guardian, school and child/young person • Encourage parents/carers to return child to school as soon as possible • Peer support/buddy systems • Encourage use of relaxation techniques and basic coping strategies, positive self talk • Smart targets set with parent/guardian and pupil • Amended timetables – (this should be short term and appropriate codes used) • Invite Parent and child to Pupil Support Teacher Meeting Letter C. STAGE 3 • Invite Parent and child to Attendance Support Meeting Letter D if no improvement since PTPS meeting. DHT and PTPS in attendance. • STAGE 4 • Referral to EST and seek external agency support where appropriate • Permission sought for Flexible Timetable if required • ASG Referral if appropriate and implement recommendations • Pupil’s health and well- being will be tracked and monitored and interventions put in place at STAGE 4 where appropriate.
Stage 5 No sustained improvement from Stage 3 despite a variety of interventions	• Analysis of attendance spreadsheet shows no sustained improvement since Attendance Support Meeting or non-attendance at Attendance Support Meeting • Pupil Support Staff request Wellbeing Information from staff. • Seek advice from Social Work Services • Any wider concerns	• Consultation with partners could be requested to ensure risk factors explored and function of non-attendance established# • Ongoing attempts to seek support and collaborative working with parent/carers • Process of phone call to Social work to discuss Request For Assistance. Depending on outcome of Social work involvement, Letter E (version 1 or 2) will be sent and a referral may be submitted to the Children’s Reporter •



Decision Making Tree for Unexplained Absence

If a parent has not advised the school that the pupil will be absent then it must be assumed that the parents are unaware of the absence and that the child is missing or truanting. If the school has been unable to establish contact with the parents, action must be taken to satisfy the school and the education authority that the child or young person is safe and well. Included, engaged and involved 2019



Vulnerable Children and Young Person Risk factors (not an exhaustive list):

- Child or young person (YP) is vulnerable to physical/sexual/emotional harm or exploitation/abuse by others. The child or young person may injure themselves if not found quickly. The child or young person may act recklessly and place themselves and/or others at risk.
- The child or YP is likely to commit a serious offence.
- The age/maturity/development of the child means they are unlikely to be able to care adequately for themselves or have adequate regard for their own safety.
- The child or YP is not likely to be with a known friend or family member.
- There are concerns regarding the child or YP home circumstances.
- History of exclusion or truancy.
- There are medical concerns.
- There are concerns about a child or YP whose parents live separately.

Examples of appropriate persons (not exhaustive list)

In deciding who is the appropriate person, schools should base this decision on the individual child.

- Wellbeing officer
- Social Work
- ICOS/LAC/corporate learning team (if appropriate)
- Homelink
- Police
- Barnardos/CLD
- School nurse/health visitor

Impact of Absence

Percentage	Number of days missed	Comment
100%	0	Gives a learner the best chance of success.
> 95%	9 days	Gives a learner the best chance of success. Scottish national averages Overall – 93% Primary – 94.5% Secondary – 90.7% ASN – 90.1%
> 90 %	19 days	Less chance of success due to poor attendance. Learners could drop a whole grade in secondary school.
> 85%	27 days	Serious implications on learning and progress.
> 80%	More than 36 days	Serious implications on learning and progress.

Attendance at the end of School year (%)	Number of days missed	Approximate number of lessons missed
95	9	59
90	19	125
85	28	185
80	38	251
75	47	310
70	57	376

Emotional Base School Avoidance

Emotional Based School Avoidance (EBSA) is a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school. The impact of EBSA on young people and schools is far reaching. Outcomes for young people who display EBSA include poor academic attainment, reduced social opportunities and limited employment opportunities.

Further support information available on: https://westsussex.local-offer.org/information_pages/460-emotionally-based-school-avoidance

Factors associated with vulnerability of EBSA

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





Attendance/Absence Codes Guidance

The Scottish Government guidance [Included, engaged and involved part 1: promoting and managing school attendance - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/included-engaged-and-involved-part-1-promoting-and-managing-school-attendance-2019/pages/1-1-introduction.aspx) provides establishments with support on how to classify attendance and absence. The guidance also seeks to explore and address wider issues around the promotion and management of good attendance and the prevention and reduction of absence.

Where included engaged and involved does not give the level of detail to help make a decision on which attendance code to use, the following table provides Inverclyde Education Services guidance on which code such be used in which circumstance. If further advice is needed, please contact the Education Officer who has responsibility for SEEMiS.

Co de	Sho rt Cod e	Description		ScotXed		Links to Government guidance
CL O	C	Closed (e.g. election)	These codes are pre-populated by SEEMiS. Should an unexpected closure occur eg weather related this must be added into the school calendar. Application > Management > Calendar > Enter Holidays	0	Holiday, Closed, In-Service	
HO L	H	Holiday				
INS	I	In-Service				
EX L	Z	Extende d leave with parental consent	Extended leave with parental consent is not to be considered the same as a family holiday. Extended leave with parental consent should be recorded separately outside the figures for attendance and absence, and includes circumstances such as: - 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, or for cultural reasons)	2	Extended leave with parental consent	See 5.5 Diverse school communities for further information.
RE L	^	Religiou s Holiday	Where a pupil is absent in order to participate in a holiday associated with their religion.	2		
---	-	Present		10	Attendance	
FL D	V	Field Trip	To be used for any trips organised by the school, including overnight residential.	10		
LTB	[	Bus Late	Where a pupil has arrived late to school because of transport organised by LA has not arrived on time for the start of the day.	10		

OAT	O	Other attendance out of school	• Learning outwith the school provided by a college or other learning provider while still on the roll of the school • 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 (if remaining in their own school this should be marked as SCH, if going to another site this should be OAT) This should also include any activities that a pupil is undertaking as part of a PLP and flexi-schooling arrangement. NOTE: attendance must be regular checked by school management. If the pupil does not attend the placement the code should be updated to reflect this.	10		
PER	P	Medical or Dental Appointment	This code should be used for an appointment that will not last the whole day.	10		
SCH	~	In school but not in class	Pupils may be undertaking an activity in school with other staff or another service and not attending their usual timetabled class. Where this code is block entered for a period of time, school management must check the pupil has attended these activities and update the code if necessary.	10		
STY	S	Study Leave	Dates will be agreed by LA for study leave during exam period in May/June.	10		
TRF	]	Transport Failure	Pupil does not attend school because transport organised by the LA fails to collect the pupil and no other arrangements can be made.	10		
VIS	V	School Visit	To be used when pupils are attending another school eg Transition Visits, Sport Event.	10		
LAT	J	Late (arrives before mid-point)	Where a pupil has arrived late but during the first half of the opening. This is regardless of whether the lateness is for a valid reason. When determining the mid-point of an opening, the time occupied by any morning or afternoon interval is included. E.g. In a school with a 9.00am start and 12.30pm lunch, the mid-point will be 10.45 am regardless	11	Late 1: arrives before 50% of opening	See 4.5 Registration and recording lateness for further information.

			of at what point the interval starts or for how long it lasts			
WRK	W	Work Placeme nt	Any work experience or volunteering organised by the school that is not part of a PLP	12	Work Experience	
SE P	B	Sickness with educatio nal provision	This code should be used when a pupil is unable to attend school due to maternity leave, ill health and education is provided through remote learning or through hospital education services.	13	Sickness with educational provision	Guidance on Education of Children Absent from school through Ill-health. https://www.gov.scot/Publications/2015/06/6846 See 4.3 Providing for pupils during long term illness for further information.
PT H	=	Part Time TimeTab le (health related)	Should be used when the school are attempting to reintroduce a pupil into school for longers periods following a long term absence but this is not possible due illness.	20	Sickness with no educational provision	See Guidance on Education of Children Absent from school through Ill-health.
PW O	+	Medical or Dental Appoint ment (whole opening)	Should be used when out of school for the whole day to attend a medical appointment.	20		
SE L	D	Self Certified	For anytime that a pupil does not attend due to illness/sickness.	20		
LT2	K	Late (arrives after mid-point)	Where a child or young person has arrived late but during the second half of the opening, then this will be marked as Late (L2). This recording is regardless of whether the lateness is for a valid reason. For schools using period-by-period registration, any registration in periods beginning in the second half of the opening, without any registration in periods beginning in the first half of the opening, will be converted to an overall L2 code for the opening (even if a later period is subsequently missed).	21	Late 2: arrives after 50% of opening	See 4.4 for further information.

PH L	E	Authorised Parental Holiday	Under exceptional circumstances schools can authorise a family holiday during term time. Such circumstances may include exceptional domestic circumstances, where a parent's employment is of a nature where school-holiday leave cannot be accommodated (e.g. armed services, emergency services, professions where parents are required to work away from the family for prolonged periods of time). A family holiday classified under the "authorised absence" category should not include reasons such as: 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	22	Family holidays authorised by school	See 6.3 Family holidays during term time for further information.
DC A	Q	Exceptional domestic circumstances (auth)	This relates to short-term exceptional domestic circumstances. Absences related to short-term exceptional domestic circumstances can be classified as either authorised or unauthorised absence. Authorised absence under this heading covers situations such as: - 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	23	Exceptional domestic circumstances (authorised)	See 5.2 for further information.
AB S	A	Other authorised Absence	Includes: Immediate family weddings - Bereavements - Religious observances - Attendance at court - Attendance at childcare review - Attendance at children's hearing - Lack of transport – including due to bad weather - Sporting & cultural events not arranged by the school, but approved by them.	24	Other authorised absence	See 5.1 for further information.

PT X	Y	Part Time Timetabl e (exclusio n related)	When this is agreed as part of a package following a post exclusion meeting or to prevent exclusion. Must be agreed using LA processes. This would be a short term measure.	24		
UP H	G	Parental Holiday	Family holidays should not be recorded as authorised absence, other than in exceptional circumstances, where a parent's employment is of a nature where school-holiday leave cannot be accommodated. A family holiday classified under the "authorised absence" category should not include reasons such as: • 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	30	Family holidays not authorised by school	See 6.3 Family holidays during term time for further information.
RF S	7	Refusal to attend	Where, despite the efforts of school staff, support services and parents, a pupil will not attend school.	31	Truancy, including unexplained absence	Include all absence for which no adequate explanation has been provided. See 6 for further information.
TB C	T	To be Confirm ed	No information has been received to explain the absence. These should be followed up by school as soon as possible to enter a more appropriate code.	31		
TR U	@	Truancy	Where a pupil has deliberately not attended school or a particular class.	31		
UN A	U	Truancy or Unexplai ned Absence	If contacting the parent/carer and a reason has not been provided.	31		
DC U	R	Exceptio nal domestic circumst ances (unauth)	Long-term exceptional domestic circumstances applies to pupils with care responsibilities where care responsibilities become long-term and additional support services have not been accessed to support the pupil.	32	Exceptional domestic circumstance s (unauthorise d)	See 4.8 Long-term domestic circumstances for further information.
OU A	N	Other unauthor ised absence	Include any other reasons for unauthorised absence: e.g. where a parent is refusing to send their child to school following a dispute with school.	33	Other unauthorised absence	See 6.2 for further information.
	X			40		

EX C		Exclusion	This will automatically be entered once an exclusion is created.		Temporary Exclusion	See 3.7 Exclusion from School for further information.
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8.8: Appendix 8: Attendance and ELC Information Note to support Policy Development

Attendance in Early Learning and Childcare

Children in Early Learning and Childcare (ELC) settings across Scotland attend a variety of settings in different ways. This includes, for example, term time settings, full year settings and also accessing their entitlement across the week in different ELC settings, known as blended placements. This blended placement may take place in a nursery and also with a childminder for part of the week. The guidance within this document focuses on the statutory nature of attendance for children attending school and although attendance in ELC is not statutory, there are still steps that can be taken to support children and families to attend their ELC settings. This will help them benefit from high-quality ELC that supports their progress and helps to close the poverty related gap in children's outcomes.

Leaders and practitioners working in ELC will be aware of the variety of allocated attendance patterns that children have within their setting. When reflecting on children's attendance, recognition should be given to the impact different attendance patterns can have on children's overall attendance. For example, a child who attends a 52-week setting, full time, may have more instances of absence than those attending term time. This could be for family holidays or spending time with grandparents, for example. Absence in ELC should not always be viewed as a negative occurrence. Recognition should be given to the positive impact on children's wellbeing and first-hand life experiences that some instances of absence can give, especially for children who attend settings for full year or extended hours. It is important to work with families to identify and monitor the reasons for absence, which will allow the appropriate supports to be put in place, if this is required.

Some points to consider when reflecting on attendance in ELC:

- Working with parents and families to understand their needs at the point of registration will help ensure that the attendance pattern they are allocated is most likely to meet their needs. For example, where available, offering a pattern that supports the parent while they are working.
- Although attendance is not statutory in ELC, from a wellbeing and child protection point of view, processes for recording attendance must be aligned to child protection and safeguarding guidance. This will allow practitioners to identify children who are regularly not attending or have an unexpected instance of absence. Appropriate steps can then be taken to understand why this is the case and action taken to support the child and family in a way that meets their needs. Settings should be guided by their local child protection and safeguarding guidance.
- Reviewing attendance records can help you to check if you are meeting the needs of families. For example, a child has been offered two and half days at the end of the week but consistently only attends on one of these days. This could be because the parent only works at the beginning of the week and would rather spend the time at the end of the week with their child.
- ELC settings work extremely hard to build positive relationships with children and their families throughout their time in ELC. It is important that at points of transition that ELC leaders and practitioners are able to work together with primary colleagues. This is a key opportunity to share what has worked in supporting those children and families who don't attend on a regular basis, or who may have been identified as being at risk of not attending school regularly.

8.9: Appendix 9: Attendance Data Calendar and Tracker Guidelines?

There is a lot of data available on absence that helps support improvement. This guide it to support effective use of data through making the data more accessible.

Annually		
What	Where	Why
Review of trends	Your attendance tracker/ SEEMiS The authority dashboard Data gathered through monthly and termly Attendance Data Analysis meetings Data from the Attendance ASG & JST referrals Inverclyde council SEEMiS coding guide (add link)	Are there periods of year that absence is higher? Are particular days a concern? Codes & professional knowledge. Are there any patterns around why pupils are not in school? How can we can tackle as a whole school? E.g. PSD curriculum for reliance/anxiety, parenting classes Which at risk groups are absent? (those impacted by poverty, young people from gypsy and traveller communities, care-experienced, young carers, those who have been excluded, anxious young people. What can be done at whole school level to support? What year groups are more likely to be absent? What % of learners are under 90% attendance?
Primary Transition	Enhanced transition meetings. Cluster data is analysed to link families together. Data from Partners – e.g. ICOS, Home school link, Barnardo's. PT guidance pastoral meetings with P7 class teachers.	Identify those with concerns in Primary

Previous year attendance for individuals identified	Use end of year's attendance stats from the tracker.	No one starts from 100% to ensure that right learners are identified Attendance trending up and down tracker period 1
Termly		
What	Where	Why
Review of trends	Your attendance tracker/ SEEMiS The authority dash board Termly Attendance Theme analysis on the SMT agenda (<i>identifying themes requiring strategic change, ensuring SEEMiS codes are reviewed</i>). Comparing data/ tracker from previous time of year.	Are particular days a concern? Are any year groups a concern? Are any at risk groups a concern? Codes & professional knowledge. Are there any patterns around why pupils are not in school? Who is at risk of falling below 90% attendance? Is attendance up from the same time last year?
Cluster shared family data	Admin opportunity to bring together attendance data for secondary and cluster primaries and identify siblings so that patterns can be addressed.	Cluster approach to supporting families. JST approach.
Data that measures impact of interventions (<i>name your interventions in order to measure</i>).	Data will depend on the intervention. <i>E.g, GMWT, Wellbeing Assessments, TAC plans, baseline data (start, mid, end), Pupil voice.</i>	Ensure interventions are working or that correct intervention is in place.
Monthly / Weekly (depending on need)		
What	Where	Why
School level attendance data	Your attendance tracker/ SEEMiS The authority dashboard	Understand the progress made at school level. Identify any large dips/successes. Review improvement based on same time previous year.
Review of individual attendance data	Monitor TBCs & late coming on SEEMiS Secondary – daily check ins with the registration teacher	Review through late coming any early indicators of future absence

	and weekly check in with guidance at PSE. Monthly – attendance tracker meetings (Pastoral DHT & year head & PT guidance).	Review of who is trending up and trending down. Who is above 90% and who is below? Review improvement on same time previous year Review period by period data to check for trends in avoidance of subjects. Review progress of individual supported by interventions to ascertain if interventions should be adapted.
Daily		
What	Where	Why
Review TBCs	SEEMiS	Child protection/engagement
Reasons for absence	Schools’ own procedures for reporting absence. (needs to be manageable, usually by admin)	Review reasons to support

Attendance Tracker

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Att TP6

Att TP7

Att TP8

At

Data pack

Progress over time

Attendance, Absence & Exclusions

Year	Attendance %	Attendance by SIMD		Local/ Family Group %	National %	Exclusions (Openings)	Exclusions Family Group (Openings)
		1 & 2	3-10				
2020 - 2021	94.6%	94.4%	95.7%	93.7%		0	9
2019 - Feb 2020	92.4%	92.3%	93.0%	90.4%		0	0
2018 - 2019	93.5%	93.5%	93.5%	92.8%		4	23
2017 - 2018	93.7%	93.5%	94.5%	92.4%		33	38
2016 - 2017	94.2%	94.3%	93.8%	93.2%	94.3%	0	6
5 Year Rolling Average	93.8%	93.6%	94.5%	92.9%		9	17

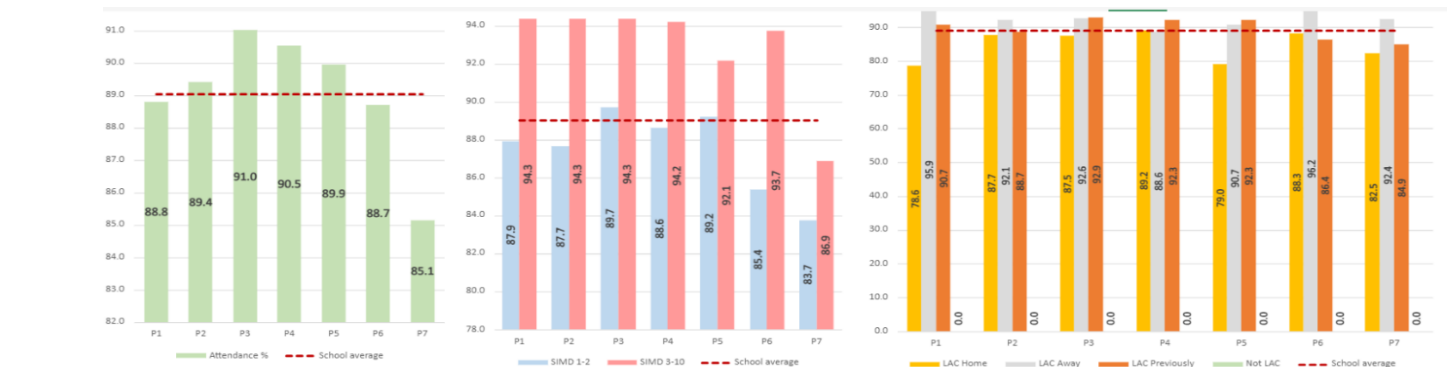


Year	Attendance by Stage						
	P1	P2	P3	P4	P5	P6	P7
2020 - 2021	95.9%	94.5%	96.9%	94.0%	95.6%	93.0%	93.3%
2019 - Feb 2020	91.5%	95.9%	92.5%	93.7%	91.3%	91.7%	92.1%
2018 - 2019	93.8%	92.6%	94.5%	93.0%	93.1%	93.9%	91.2%
2017 - 2018	93.6%	94.7%	92.2%	94.5%	94.3%	92.6%	94.0%
2016 - 2017	94.3%	91.7%	95.3%	94.9%	93.9%	94.1%	94.7%



BGE primary Dashboard

Overview of attendance at the point of download



Layers data

Able to layer attendance against other lenses

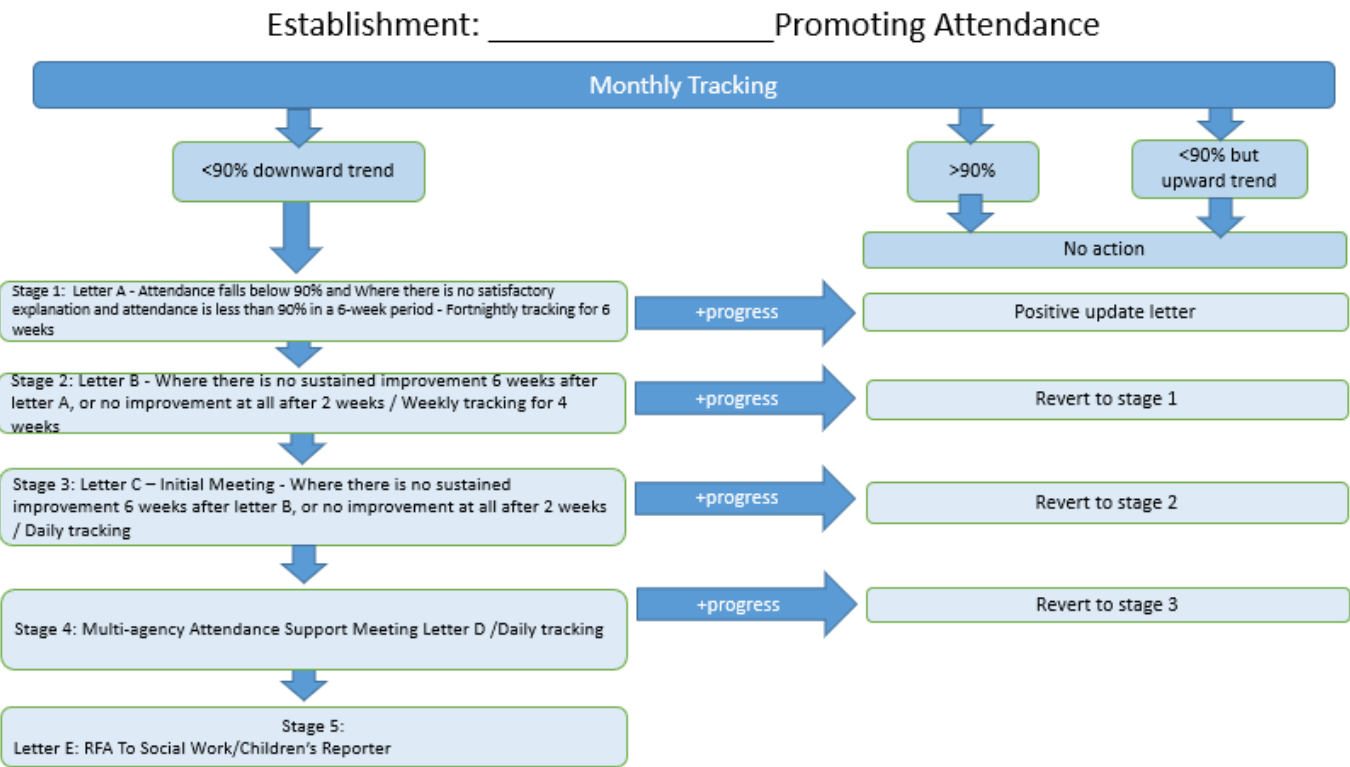
	X	Y	Z	AA	AB	AD
	☰ ☒ 1 3 5 ☑	☰ ☒ Sex F M	☰ ☒ FSM No Yes	☰ ☒ LAC Looked after at birth Looked after at age 5 Previously looked after		
	☰ ☒ D m 0 ☑	☰ ☒ ASN No Yes	☰ ☒ AttB... <85% >90% 85-90%	⚠ Excel for non-UK web does not work		
Yes	84.38	<85%	7	0	No	
Yes	72.87	<85%	2	0	No	
Yes	66.67	<85%	2	0	No	
Yes	72.09	<85%	16	0	No	
Yes	78.13	<85%	1	0	No	
Yes	71.71	<85%	0	0	No	
Yes	84.21	<85%	4	0	No	
Yes	71.54	<85%	12	0	No	

BGE secondary tracker

Able to look at attendance across subjects and demographic lenses

Stage	Reg. Class	SIMD	SIMD Band	LAC	ASN	EAL	FSM	Guidance Teacher	Teacher	Principal	L. Gro
2	2M	1 SIMD 1-2	No	Yes	No	No					Scienc
1	1L	7 SIMD 3-10	No	Yes	Yes	No					Scienc
1	1O	7 SIMD 3-10	No	No	Yes	No					Scienc

Attendance Tracker Guidance



Promoting Attendance Letters 2023 - 2024

Universal Letters

August/ September- Authority Attendance Matters Leaflet & School Procedures Overview for Parents

October- Overall Attendance Awareness Letter

Termly (with Pupil Targets)- Overall Attendance Summaries

Targeted Letters

Stage 1-

Letter A - Attendance falls below 90% and Where there is no satisfactory explanation and attendance is less than 90% in a 6-week period - Fortnightly tracking for 4 weeks

Stage 2-

Letter B - Where there is no sustained improvement 4 weeks after letter A, or no improvement at all after 2 weeks / Weekly tracking for 4 weeks

Stage 3-

Letter C - Where there is no sustained improvement 4 weeks after letter B, or no improvement at all after 2 weeks / Daily tracking

Stage 4-

Attendance Support Meeting Letter D /Daily tracking

Stage 5-

RFA To Social Work/Children's Reporter

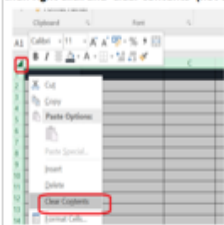
Attendance Data Gathering (Universal)

Monthly Tracking (SEEMIS data onto Excel Spreadsheet)

- All pupils tracked monthly
- Data from SEEMIS is lifted and added to the Tracker Spreadsheet [follow steps on right →]
- Monthly Tracking Protocol followed (parental communication/ involvement and further tracking)
- Monthly Attendance Data Report updated and shared with class teachers
- Non-Attendance Tracker Spreadsheet completed with reasons for absence for those whose attendance is below 90%

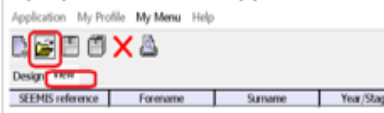
1. Open attendance tracker spreadsheet

2. Click into 'Current pupil data', select all data in sheet using triangle in top corner circled below then right click and 'clear contents' (not delete!)



3. Open Click & Go and menu option Application -> Reports - Custom Reports

4. Open report named 'Attendance tracker pupils' and view data



5. Right click and say 'Copy All'

6. Return to Attendance tracker spreadsheet and paste the data into (blank) current pupil data sheet

7. Return to Click & Go and open report 'Attendance tracker data'

8. Right click and say 'Copy All'

9. Return to Attendance tracker spreadsheet and paste the data into the required tracking point sheet

10. View the attendance over different tracking periods in 'Output' sheet

Attendance Admin

All Files are stored on Staff Shared Drive

- **Attendance**
- **Attendance_2023-2024**

At the end of each month, files should be saved with the month and year at the end of the file name,

i.e. Attendance_Data_Report_End_of_Oct_2023

This means that a record of data at the end of each month is maintained, for future reference/ comparison.

Attendance Trackers should be saved for Universal and Targeted tracking separately.

- Attendance_Data_Reports_2023-2024
- Attendance_Letters_2023-2024
- Attendance_Trackers_2023-2024
- Cluster_Attendance_2023-2024
- Non_Attendance_Reasons_2023-2024

8.10: Appendix 10 – Table of Authorised/Unauthorised Absence – Code Descriptors

The Scottish Government guidance [Included, engaged and involved part 1: promoting and managing school attendance - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/included-engaged-and-involved/part-1/pages/1-1.aspx) provides establishments with support on how to classify attendance and absence. The guidance also seeks to explore and address wider issues around the promotion and management of good attendance and the prevention and reduction of absence.

Where included engaged and involved does not give the level of detail to help make a decision on which attendance code to use, the following table provides Inverclyde Education Services guidance on which code such be used in which circumstance.

The link below provides SEEMiS Code Descriptors which are used by Inverclyde to record attendance and absence. This codes may be updated throughout each session and should be available via the link.

https://glowscotland-my.sharepoint.com/:x:/g/personal/inveduserservices_glowmail_org_uk/EdEWQwuzSvBPmbBWuR8CJLMBCzwYkV8vyNxzN6LV-uWo9w?e=NrgZeA

8.11: Appendix 11: Flow Chart for Maximising Attendance & Letter Templates

Flowchart supporting improving attendance

The following flowchart is designed to maximise attendance and support absence. At all stages the children and families context should be considered alongside any identified actions.



SCRA Referral:

A referral to SCRA re non-school attendance should only be considered when all of the above criteria to refer to RFA has been exhausted, and SW have been consulted so that no referrals are being submitted to SCRA for a child that has not been flagged to SW.

A referral to SCRA should only be considered where there are clear indicators that the family are not engaging on a voluntary basis or where the reason for a child's sustained absence is due to environmental/parental factors e.g. not due to a child's diagnosis or mental health issue.

Sample letters are provided below to support the process:

Sample Letter Raising Awareness (Primary)

Head Teacher:

Tele No: 01475 71

Fax No: 01475 71

Email:

DATE

ATTENDANCE MATTERS

Dear Parent,

This is a raising awareness letter, which we send out to all parents every year.

Attendance at school is important for many reasons. These include; supporting our children to grow in confidence and self-esteem, to experience success in their learning and understand responsibility.

Our local authority attendance target is 95%. Low attendance can lead to social and emotional difficulties as well as impact progress in learning however, we understand that there are times when your child cannot attend school, including- if they are ill or attending medical appointments.

If you are experiencing difficulty getting your child into school, please contact the school office and ask for an appointment to speak with _____, who is happy to try to help.

Please find enclosed a copy of our authority’s Attendance Matters information flyer for parents as well as this graphic below outlining the impact of days missed.



Kindest regards,

Deputy Head Teacher
Primary

Sample Letter A (Primary)

Head Teacher:

Tele No: 01475 71

Fax No: 01475 71

Email:

Date

ATTENDANCE MATTERS: Stage 1 Attendance Awareness Letter 1

Child's Name: Name

Class: PX

Dear Parent,

We need your help!

Attendance at school is important for many reasons. These include; supporting our children to grow in confidence and self-esteem, to experience success in their learning and to build positive relationships in a variety of differing settings with peers and adults.

We understand that there are many different reasons for a child not attending school and we would like to work with you to support (insert child's forename) towards an improved attendance pattern, and ultimately, greater wellbeing and achievement.

(insert child's forename) has missed _____ days in Primary__.

The class average for days missed is_____.

Over the next 6 weeks, we will closely monitor this and keep you updated regarding (insert child's forename) attendance.

Please continue to keep us informed if (insert child's forename) cannot attend school, either by calling the school or via ParentsPortal.

If you are experiencing difficulty getting your child into school, please contact the school office and ask for an appointment to speak with _____, who is happy to try to help.

Kindest regards,

Deputy Head Teacher
Primary

Sample Letter B (Primary)

Head Teacher:

Tele No: 01475 71

Fax No: 01475 71

Email:

DATE

ATTENDANCE MATTERS: Stage 2 Attendance Awareness Follow-up Letter

Child's Name: NAME

Class: PX

Dear Parent,

We wrote to you recently and let you know that we wanted to help you support (insert child's forename) in improving their attendance. We have noticed that (insert child's forename) has missed a further ____ days from school.

Our depute head teacher _____ will be in contact to discuss ways we can work together to support (insert child's forename) attendance. If (insert child's forename) attendance does not improve, we will arrange a meeting in person to plan how we can work together to support you.

We understand that there are times when your child cannot attend school; including if they are ill or attending a medical appointment. We appreciate you contacting us to make us aware of reasons for non-attendance.

If you are experiencing difficulty getting your child into school, let me know. I am here to help. Please contact the school office and ask for an appointment to speak with _____.

Kindest regards,

Depute Head Teacher

Primary

Sample Letter C (Primary)

Head Teacher:

Tele No: 01475 71

Fax No: 01475 71

Email:

DATE

ATTENDANCE MATTERS: Stage 3 Attendance Meeting Invite

Child's Name: Name

Class: PX

Dear Parent,

We are committed to working with parents/carers and our young people to ensure they are fully supported in all aspects of school life. We believe that (insert child's forename) would benefit from extra support to help improve their attendance as there has been no significant improvement since our previous communication.

Current attendance now stands at (insert percentage) and this is [X amount] days of missed learning.

I would like to invite you to a meeting at the school to discuss the support available to help improve attendance. This will allow us to work together to address any issues and put appropriate supports in place.

Please attend (Insert School Name) on (DAY/DATE) at (TIME) and call the office on 0147571xxxx to confirm your attendance or arrange a more convenient time.

Kindest regards,

Depute Head Teacher
Primary

Head Teacher:

Tele No: 01475 71

Fax No: 01475 71

Email:

DATE

ATTENDANCE MATTERS: Stage 3a Attendance Meeting Agreed Actions

Child's Name: Name

Class: PX

Dear Parent,

Thank you for attending a meeting and helping us plan to improve (insert child's forename) attendance.

Following this meeting, to support your child attending school, we agreed to do the following:

- Action 1:
- Action 2:

We will continue to work with you to improve (insert child's forename) attendance however, If there is no improvement after 6 weeks, then the next step will be a multi-agency meeting to support (insert child's forename) towards improved attendance.

Your support in encouraging and promoting attendance at school is appreciated. If there is ever anything you wish to discuss regarding attendance, please do not hesitate to get in touch.

Kindest regards,

Depute Head Teacher
Primary

Sample Letter D (Primary)

Head Teacher:

Tele No: 01475 71

Fax No: 01475 71

Email:

DATE

ATTENDANCE MATTERS: Stage 4 Multi-agency Attendance Support Meeting

Child's Name: Name

Class: PX

Dear Parent,

We are committed to working with parents/carers and our young people to ensure they are fully supported in all aspects of school life. We believe that (insert child's forename) would benefit from extra support to help improve their attendance as there has been no significant improvement since our previous communication.

(insert child's forename) has missed _____ days so far this session.

I would like to invite you to a meeting at the school to discuss the support available to help improve attendance. This will allow us to work together to address any issues and put appropriate supports in place. At this meeting we will also invite other agencies that could assist in supporting (insert child's forename).

Please attend (Insert School Name) on (DAY/DATE) at (TIME) and call the office on 0147571xxxx to confirm your attendance or arrange a more convenient time.

Kindest regards,

Depute Head Teacher
Primary

Sample Letter E (Primary)

Head Teacher:

Tele No: 01475 71

Fax No: 01475 71

Email:

DATE

Stage 5 Attendance Referral Letter

Child's Name: NAME

Class: PX

Dear Parent,

We have been continuing to monitor (insert child's forename) attendance.

(insert child's forename) has currently missed _____ days so far this session.

Following discussions with you regarding (insert child's forename) attendance pattern, in order to support your child attending school, the following targets were agreed:

- Action 1:
- Action 2:

In spite of all efforts, (insert child's forename) overall attendance is not improving. The next step in the school's promoting attendance procedure is a possible referral to the Children's Reporter, which in this instance we have decided to pursue.

Kindest regards,

Depute Head Teacher

Primary

Sample Letter Raising Awareness (Secondary)

DATE

ATTENDANCE MATTERS

Dear Parent,

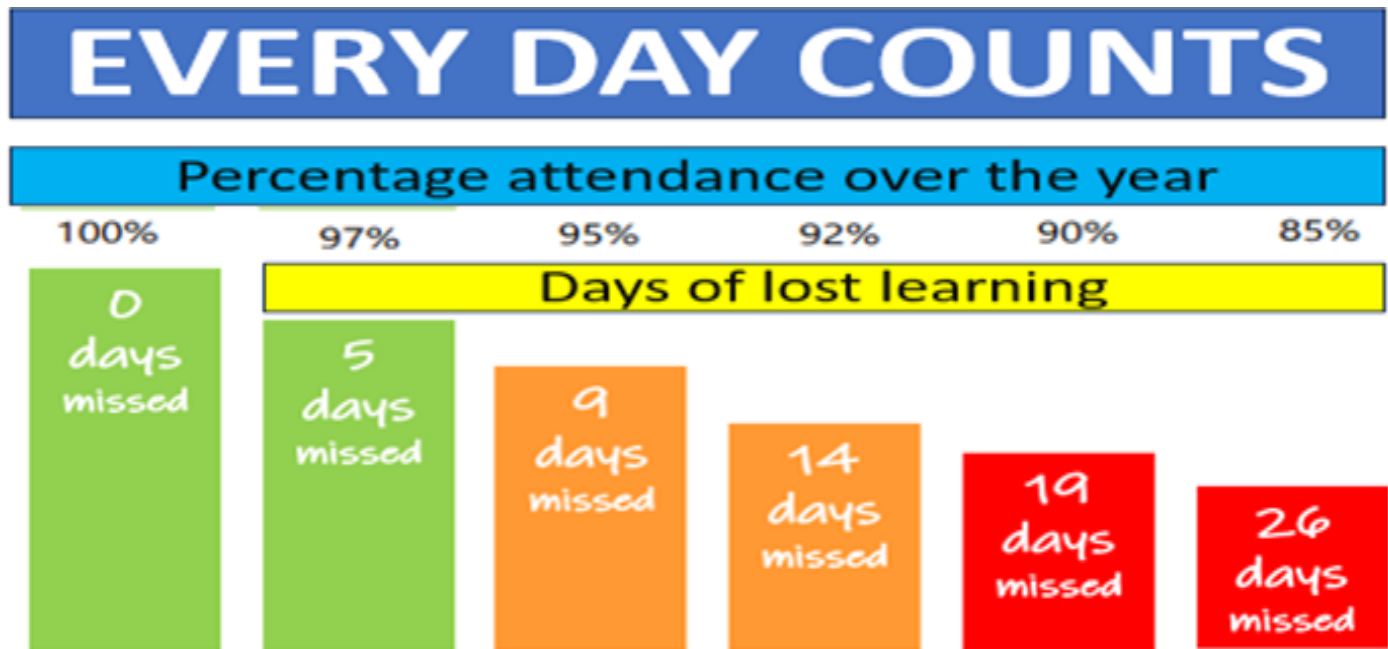
This is a raising awareness letter, which we send out to all parents every year.

Attendance at school is important for many reasons. These include; supporting our children to grow in confidence and self-esteem, to experience success in their learning and understand responsibility.

Our local authority attendance target is 95%. Low attendance can lead to social and emotional difficulties as well as impact progress in learning however, we understand that there are times when your child cannot attend school, including- if they are ill or attending medical appointments.

If you are experiencing difficulty getting your child into school, please contact the school office and ask for an appointment to speak with _____, who is happy to try to help.

Please find enclosed a copy of our authority’s Attendance Matters information flyer for parents as well as this graphic below outlining the impact of days missed.



Kindest regards,

Deputy Head Teacher

Letter A – Early Intervention Letter

Date

To the Parent/ Guardian of

Dear

I am writing to you to notify you that your child's attendance has fallen below 90%.

(Child's name) current attendance percentage is (%).

As of (today's date) they have missed (number of days) days at school.

(Child's name) has been late in the morning/ late to class throughout the school day (no of times late) times.

_____ attaches great importance to high attendance and good timekeeping. Making sure all young people are included, engaged and involved in their education is fundamental to achievement and attainment in school and ultimately to their future.

Regular attendance and positive timekeeping at school gives your child the best chance to develop good learning habits and a positive attitude to work.

We are aware that most parent / carers share this attitude and give us their support. Please access the NHS Website "Is My Child Too Ill For School?" to support a work approach to (CHILD'S NAME). The enclosed leaflet gives more detail on what attendance percentage means in terms of missed learning.

Good attendance is also a key element of our Celebrating Success Programme via which pupils receive a number of awards and are invited to attend events and trips. Poor attendance impacts on your young person's ability to participate fully in the Celebrating Success Programme.

We understand that health issues do occur, and we ask that you report any illness to the school office or via parent portal. Each term, you will get an update from the school emailed home with your child's current attendance and timekeeping statistics. We are committed to working in partnership with parents/ carers and our young people to ensure that all pupils have the opportunity to reach their full potential.

Do not hesitate to contact the school as we are here to support.

Yours sincerely

Principal Teacher of Pupil Support

Letter B – Maximising Attendance Letter

Date

To the Parent/ Guardian of

Dear

I am writing to you as [Insert Child's Name] attendance is giving cause for concern. It now stands at [insert percentage].

To date they have missed [X amount] days at school.

(CHILD'S NAME) has been late in the morning/ late to class throughout the school day (no of times late) times.

Poor attendance and timekeeping at school can have an adverse impact on achievement and attainment. Good attendance, therefore, gives your child the best chance to develop good learning habits and a positive attitude to work. It prevents your child having gaps in their learning and gives them the chance to achieve their full potential. If your child is frequently absent, they can begin to feel isolated and may find friendships difficult.

If this pattern of poor and irregular attendance continues, the school will invite you to an attendance meeting to discuss ways in which we can work together to ensure CHILD'S NAME attendance improves. This is in line with the Scottish Government's Policy on School Attendance as there is a legal obligation for children and young people to attend school.

I would be obliged, therefore, if you would telephone the school in the first instance to discuss the situation with me. If there are particular issues preventing good attendance, please bring them to my attention. We keen to work with you and support CHILD'S NAME to help ensure they achieve their potential in _____.

I look forward to hearing from you.

Yours sincerely

Principal Teacher of Pupil Support

Letter C – Meeting with Pupil Support Teacher

Date

To the Parent/ Guardian of

Dear

At _____, we are committed to working with parents/carers and our young people to ensure they are fully supported in all aspects of school life.

We believe that (CHILD'S NAME) would benefit from extra support to help improve their attendance as there has been no significant improvement since our previous communication.

Current attendance now stands at (insert percentage) and this is [X amount] days of missed learning.

I would like to invite you to a meeting at the school to discuss the support available to help improve attendance. This will allow us to work together to address any issues and put appropriate supports in place.

Please attend _____ on (DAY/DATE) at (TIME) and call the office on 01475715100 to confirm your attendance or arrange a more convenient time.

Yours sincerely

Principal Teacher of Pupil Support

Letter C(i) – Meeting with Pupil Support Teacher – Agreed Actions

Date

To the Parent/ Guardian of

Dear

ATTENDANCE MATTERS: Stage 3a Attendance Meeting Agreed Actions

Thank you for attending a meeting and helping us plan to improve (insert child's forename) attendance.

Following this meeting, to support your child attending school, we agreed to do the following:

- Action 1:
- Action 2:

We will continue to work with you to improve (insert child's forename) attendance however, If there is no improvement after 6 weeks, then the next step will be a multi-agency meeting to support (insert child's forename) towards improved attendance.

Your support in encouraging and promoting attendance at school is appreciated. If there is ever anything you wish to discuss regarding attendance, please do not hesitate to get in touch.

Yours sincerely

Principal Teacher of Pupil Support

Letter D – Attendance Support Meeting

Date

To the Parent/ Guardian of

Dear

I am writing to you as **[Insert Child's Name]** attendance continues to be a serious concern and there has been no significant improvement since your meeting with your child's Pupil Support teacher on **(INSERT DATE)**.

Your child's attendance now stands at **[insert percentage]**. To date they have missed **[X amount]** days at school.

(CHILD'S NAME) has been late in the morning/ late to class throughout the school day (**no of times late**) times.

As attendance has not improved since our previous letters and discussions, and in accordance with the Inverclyde Council Attendance Policy, you are invited to attend an Attendance Support Meeting. This will involve the Depute Head Teacher and Principal Teacher of Pupil Support. At this meeting we will discuss the continued reasons for poor attendance and agree targets and interventions to support improvement.

I take this opportunity to remind you that under the Education Scotland Act 1980, you have a parental obligation to ensure your child attends school regularly and to satisfy the Education Authority that there is a reasonable excuse for any absence.

We are committed to supporting you and your child to help remove barriers which are preventing them achieving their potential. Failing to attend this meeting will prevent us working together to ensure **CHILD'S NAME** is fully supported.

Non-engagement may result in us seeking further advice from multi-agency partners in order to explore how best to support your child.

Details of the meeting are as follows:

Date of Attendance Support Meeting:
Time:

Please arrive at the school office at least 5 minutes before your allocated time. Please contact the school if you are unable to this meeting and reschedule a more convenient time.

We look forward to working with you.

Yours sincerely

Principal Teacher of Pupil Support

Letter E – Referral to Children’s Reporter (Version 1 & 2) VERSION 1

Attendance %

Missed learning days

No. of times late

Dear

My recent letter to you described my concerns about **CHILD’S NAME** attendance record and invited you to attend an Attendance Support Meeting.

As you did not attend this meeting and (**CHILD’S NAME**)’s attendance record has not improved then I must seek further support from external agencies to help ensure (**CHILD’S NAME**) is fully supported to engage in education.

I must now seek assistance from Social Work Services and refer to the Children’s Reporter if advised.

In due course, you may be contacted by the Children’s Reporter giving details of how they intend to proceed.

Yours sincerely

Principal Teacher of Pupil Support

Or VERSION 2

Letter E – Referral to Children’s Reporter (Version 1 & 2) VERSION 2

Attendance %

Missed learning days

No. of times late

Dear

You and your child recently attended an Attendance Support Meeting, and a number of support interventions were agreed. There has been limited engagement in these interventions and attendance continues to be a serious concern. Therefore, I must now seek assistance from Social Work Services and refer to the Children’s Reporter if advised.

In due course, you may be contacted by the Children’s Reporter giving details of how they intend to proceed.

Yours sincerely

Principal Teacher of Pupil Support

8.12: Appendix 12: Guidance relating to Diverse Communities

Some groups of children and young people may require authorised absence because of their religious or cultural practices or family's mobility:

- children and young people of all faiths may take authorised absence to enable them to participate in religious observance
- in some cultures, family weddings or funerals are major events which may require children or young people to travel (e.g. overseas) or participate in extended preparations. If this lasts for more than four weeks the school would normally have the right to remove the child or young person from the roll in order not to be penalised in terms of its attendance record. However, in these circumstances, children or young people should be considered as "Extended leave with parental consent", which allows them to remain on the school register ready for their return, but without the school being penalised.
- some families may travel as part of their tradition, for family connections or work commitments. Further information on supporting inclusive educational approaches for children and young people from travelling cultures, including culturally sensitive approaches to managing attendance, is available in the Scottish Government guidance 'Improving educational outcomes for children and young people from travelling cultures'. Children and young people can be registered on SEEMiS with two schools at the same time. For example, some families arrange for their children to enrol in a 'base school' (school they attend for most of the year) for part of the year and take authorised 'Extended Leave with Parental Consent' for periods of travel. The children may temporarily enrol in other schools as they travel, and these schools provide attendance and other data to the 'base school', to ensure completeness of data.

8.13: Appendix 13: Guidance and Procedures for Use of Part time Timetables

Alternative Attendance Arrangements

Curriculum for Excellence allows schools to personalise learner journeys to meet the needs of all children and young people. When an alternative to traditional school attendance is requested, it should be considered in relation to the child or young person's wellbeing needs and supported by the Child's Planning Manual. Decisions to grant alternative attendance arrangements should be underpinned by a child or young person's right to education as outlined by the United Nations Convention on the Rights of the Child (UNCRC).

Home Education

Parents can request to withdraw their child from an Inverclyde school for full-time home education. Under section 35 of the Education (Scotland) Act 1980, parents must seek local authority consent before withdrawing their child from school, and Inverclyde Council must not unreasonably withhold this consent. Parents wishing to make a request to remove from school roll to home educate should consult the [Home Education Guidance \(Scottish Government, 2007\)](#) and access [Home Education - Inverclyde Council](#) for more information. When considering these requests, Inverclyde Council is guided by Article 18 of the UNCRC, the child or young person's voice, and a child-centred approach, as well as the duties, obligations, and rights of parents and its own legislative and policy position. Parents may choose to withdraw their child from school for several reasons, including:

- Following a particular educational or ideological philosophy
- Religious or cultural beliefs
- Dissatisfaction with the system
- A child's reluctance to go to school or problems at school (e.g., bullying)
- Geographical factors (remoteness or mobility for work or cultural reasons)
- Addressing a child's additional support needs in a particular way
- As a short-term intervention for a specific reason.

Parents do not have to provide a reason for choosing home education, but it is helpful for the school and Inverclyde Council to understand their reasons. Consent is given based on how the parents intend to educate their child at home, not their reason for doing so. In some circumstances, parents do not need consent to home educate their child, such as when the child has never attended a local authority school, has finished primary but not yet started secondary school, or if the school they were attending has closed. For children with Additional Support Needs, Inverclyde Council has no legal duty under The Education (Additional Support for Learning) (Scotland) Act 2004 and subsequent amendments to provide additional support to children who are educated at home. The parent is responsible for meeting these needs.

Virtual learning at home

Virtual learning at home may be unplanned home learning that is not health or wellbeing related. This would be for situations when schools are open but some students cannot physically attend due to external factors (for example localised weather conditions, transport failure), but school led learning is being carried out remotely and the student is engaging. In this instance, it is recorded on Seemis with a specific code ([Attendance Absence Coding Guidance.xlsx](#))

This code does not apply to 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.

Note: If a student is not engaging in the virtual learning provided then their absence should be recorded using the appropriate absence code.

Flexi-Schooling

A flexi-schooling arrangement means that the local authority alongside parents agree to have joint responsibility for educating the child or young person. The child or young person would attend school some of the time (e.g., certain days, or certain subjects) and be educated at home the rest of the time. Flexi-schooling is different from a flexible timetable where the local authority remains responsible for all the child or young person’s education. The local authority and schools consider requests for flexi-schooling on a case-by-case basis considering the specific strengths and needs within each situation. The child or young person’s attendance pattern must be accurately recorded on SEEMiS using the code FLX for the periods that it has been agreed that the child or young person should not attend. Flexi-schooling arrangements should be monitored and reviewed at least twice in an academic year. However, the school, child/ young person or parent can request more frequent reviews if necessary. Schools will use single agency planning document to record the meeting and will share this with the parent and the ASG for monitoring purposes. For seemis coding on flexible schooling please see [Attendance Absence Coding Guidance.xlsx](#)

Flexible Curriculum / personal learning plan/ flexible learning plan

A flexible curriculum provides the duty of education in a variety of settings or contexts to meet the needs of the child or young person. Where flexible curriculum arrangements are required, they should be planned and regularly reviewed. Digital technology can be used as the basis for planning, reviewing, and maintaining connection. The views of the child or young person and their family are central to this process. Arrangements should be informed by an understanding of their strengths and aspirations as well as a robust understanding of their needs. Flexible arrangements should be approved by the school and may involve other providers such as skills development, college, or work-based learning in local community settings such as third sector organisations or local employers.

Part time of flexible timetables?

Inverclyde Council recognises the right that all children and young people have to an education which meets their needs. For most children and young people this will be through full time attendance at school.

When should a flexible/part time Timetable be Considered?

In exceptional circumstances there may be a need for a temporary, flexible/part time timetable to meet a child or young person’s individual need. For example:

- Where a medical condition prevents a pupil from attending full-time education and part time package is considered as part of a reintegration package.
- Where a child or young person has significantly disengaged with school and there is a significant impact on their learning. flexible/part time timetables should be considered as a short-term intervention

and where there is a clear vision or rationale to re-track a pupil into the mainstream school community. In order to monitor, review and quality assure flexible/part time timetables, schools are required to submit details of a child or young person's timetable and attendance, including the reasons for a flexible/part time timetable, start date, review date and proposed end date of the timetable. This should be submitted to the ASG for approval from Head of Service. It will be logged and tracked centrally.

The Purpose of a flexible/part time Timetable is to:

- Build a temporary, bespoke support package around the needs and interests of the child/young person.
- Create a safe, consistent environment with familiar staff.
- Help the child/young person to re-engage in education and build up to full time attendance.
- Foster trust and improved relationships with key adults who are supporting the child/young person.
- Promote improved communication and partnership working with parents/carers and partner agencies.

Key Points

- A flexible/part time timetable should be a response to a Team Around the Child or Young Person.
- A parent/carer must consent to a flexible/part time timetable, and this should be recorded in the minutes of a meeting.
- Decisions should be made with the child or young person, parent/carers and other multiagencies involved with the child and young person.
- *The timetable should be for a limited period. The suggested maximum length of a flexible/part time timetable is 6 - 8 weeks.*
- *Arrangements for a flexible/part time timetable should be regularly reviewed every 2 – 4 weeks.*
- All parties should clearly understand the objectives of any build-up timetable.
- A parent/carer must be clear they are taking responsibility for the pupil when he/she is not in school and guarantee that the pupil will be supervised off site.
- Attainment, achievement, and attendance must be monitored, tracked, recorded, and reviewed throughout.

Considerations Before Planning

- Maintaining a sense of belonging to the school is essential and the use of the school campus should be prioritised.
- Planning for the reintroduction of classes to the timetable should ensure opportunities to identify and address gaps in learning and to ensure coverage of topics, learning themes and learning opportunities missed are addressed.
- A commitment to maintaining and sustaining the planned timetable is important and it must be recognised that interventions take time to work. Setting a date at the outset for review and avoiding reactive responses to initial challenges are key to maintaining this as a strategic intervention.
- The voice of the child or young person should be integral to the plan – Person Centred Planning may support this, or your Educational Psychologist may be able to support or advise on this.
- The impact of a flexible/part time timetable on the home life of the child or young person should be considered and carefully considered. It should not put a child, young person, or family at greater risk i.e. any child protection concerns or care placements.

- External Partners - The risks around using external partners to support the timetable should be carefully considered and the following considered:
 - Are they a sustainable option?
 - Do they have a clear, agreed educational outcome?
 - Is there a shared understanding of what success will look like for the child or young person?
 - What are the expected/anticipated timescales?
 - Are they PVG checked, and Child Protection trained?
 - How will attendance/non-attendance be recorded and shared to ensure safeguarding?
 - How will they report on progress towards the agreed outcome/ target?
 - Are there hidden costs or transport implications?

Planning the Timetable

- The timetable should be planned to build on the child or young person's curricular strengths and the positive relationships they have in school from the beginning.
- Literacy, numeracy and health and wellbeing should be fully incorporated into any timetable offered.
- Restorative approaches and opportunities for restoring relationships should be planned into the timetable as appropriate.
- The responsibility for planning work and activities remains with school – this includes class teachers, subject teachers, support for learning and pastoral staff.
- The timetable should be clearly communicated with all staff.
- Adding opportunities to build and develop confidence and self-worth through reaching set targets, recognising, and celebrating achievement.
- Tracking and monitoring of progress in learning should be maintained including in the wellbeing indicators.
- Recording on SEEMiS should reflect the true picture of the educational provision and prioritise the safeguarding of the child or young person. Please see information below regarding appropriate codes. The full list of Inverclyde SEEMiS absence codes is available via hyperlink [Attendance Absence Coding Guidance.xlsx](#)
- Seemis code ATF – is currently used for any pupils on a flexible timetable. ATF will mark pupils as present.

8.14: Appendix 14: Training Offer to Support Processes for Improving Attendance

Outcome	Training theme
- Schools to establish when and how they analyse attendance data to have the most impact. - Schools to have an accurate, sustainable, tracking and monitoring system.	- Training on policy Appendix X (data, tracking monitoring system) - Establish with schools if specific groups of teaching staff require training on this input (e.g. guidance staff)
Schools to have a good idea of what a quality single agency/ multi-agency plan could look like for children and young people whose attendance is less than 20%.	- A refresh on GIRFEC Wellbeing assessments and single agency plans. - Introduction to Person Centred Planning.
Schools to know their responsibility in maximising attendance, minimising absence.	- All schools to provide training to their own school on their operational procedures. - Authority to provide a standardised 'intro' to the policy power point.
Educational establishments feel better equipped to 'Understand the issues for non-attendance and link to interventions.	- Examples of good practice from across the authority (identified development needs - engaging parents, working in clusters etc). - Update on the use of Attendance tools on the PASE webpage.
Schools have a better knowledge of community partner offers and how other schools are using services to maximise attendance minimise absence	- More information on what partners are offering in relation to minimising absence. - Focus on the senior, transition phase - Successful examples of virtual learning?



Education Services

INVERCLYDE ATTENDANCE POLICY

**GUIDE FOR PARENTS AND
CARERS**

PREPARED BY,

**Inverclyde Council,
Education Services**

November 2024

INTRODUCTION

Regular school attendance is important for your child's learning, wellbeing, and future success. The Inverclyde Attendance Policy has been updated to better support Children and Young People and families. This guide explains the key points of the policy and how we can work together to promote good attendance.

WHY ATTENDANCE MATTERS

- Attendance is crucial for your child's attainment, achievement, social development, and wellbeing.
- Missing school regularly can negatively impact your child's learning and progress leading to lower exam results and fewer qualifications
- A child with 95% attendance across a whole school year will miss around 9 days of learning. A child with 85% attendance will miss around 26 days of learning.
- The policy aims to support all Children and Young People to attend school regularly and to address any barriers to attendance.
- An attendance rate of 95% or above is considered good attendance.

PROMOTING GOOD ATTENDANCE

- Schools will work to create nurturing, inclusive environments that encourage good attendance.
- Support will be provided to meet Children and Young Peoples learning needs, including additional support for learning where needed.
- Schools will regularly communicate with parents/carers and work in partnership to promote good attendance.
- A range of flexible learning options may be used to support attendance.



ATTENDANCE PROCEDURES

- Schools will record and monitor attendance regularly.
- If attendance concerns arise, schools will follow a staged intervention process to provide support. Inverclyde Authority have advised schools to communicate with parents if school attendance starts to decrease. The first point of contact regarding concerns for school attendance are likely to be the standard letter recommended by Inverclyde Authority.
- It may also involve meeting with you and your child, implementing support plans, and involving other services as needed.
- In cases of ongoing non-attendance, a school can seek further advice and actions. This can be done through referrals to multi-agency partners or seeking additional supports through Inverclyde's Additional needs Screening Group.

In a few cases, it may be necessary to refer children and young people to the Reporter if we believe that the Children's Hearing System can offer the support needed to enhance the wellbeing of your child.

ATTENDANCE POLICY - GUIDE FOR PARENTS AND CARERS; YOUR ROLE

- As a parent/carer, you are responsible for ensuring your child attends school regularly. You should:
- Encourage and support your child to attend school regularly.
- Inform the school if your child will be absent and the reason why.
- Work with the school to address any attendance concerns and engage with support offered.
- Attend meetings about your child's attendance when requested.

SUPPORT FOR FAMILIES

We understand that there can be many reasons why a child may struggle with attendance. Support is available to help families overcome barriers, which may include:

- Meetings with school staff to discuss concerns and agree on solutions.
- Additional educational support or flexible learning arrangements for your child.
- Support from other services such as health, social work, or children service's partners as needed.
- Information and advice on promoting good attendance habits at home.

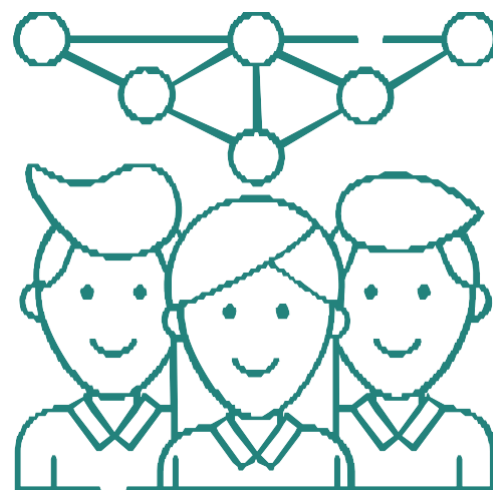
COMMUNICATION AND INVOLVEMENT

The policy emphasises the importance of regular communication between schools and families about attendance.

You are encouraged to contact the school if you have any concerns about your child's attendance or wellbeing.

Schools will inform you if they have concerns about your child's attendance and involve you in planning support.

You and your child's views will be valued and taken into account.



FOR MORE INFORMATION

- The full Authority Attendance Policy is available on the Inverclyde Council website.
- Your school will have its own Attendance Policy based the Authority policy, related to the local context.
- If you have any questions or concerns about your child's attendance or require any further advice, please contact the school in the first instance.
- Remember, we are here to work in partnership with you to support your child's attendance and ensure they can benefit fully from their education.