



Airdrie Academy
School Attendance Policy



February 2026



Rationale

The importance of attendance

Airdrie Academy staff value the attainment and achievement of all young people and are passionate about providing opportunities and supports which help enable every learner to achieve their full potential. We foster a safe, nurturing environment which promotes positive relationships and builds skills and confidence in our young people. Our school's context is underpinned by our shared values of Determination, Ambition, Teamwork and Respect. The principles of Getting it Right for Every Child (The National Agenda) are the foundations which support our endeavour to ensure wellbeing, success and improved outcomes for all.

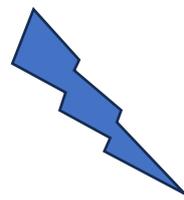
This whole school, nurturing approach is adopted by school partners and stakeholders. We work collaboratively to ensure pupil success and in doing so, we recognise the importance of attendance and the correlation of good attendance on attainment and pupil wellbeing. This is supported by the Scottish Government and Education Scotland as illustrated below:

“Poor attendance had been linked to lower levels of attainment; peer relationships; emotional and behavioural difficulties and poorer employment opportunities.” (Scottish Government)

“Progress, attainment, and achievements can be impacted by any absence. Evidence suggests that attendance that falls below 90% can have a negative impact on progress. The higher the absence rate, the greater the impact on attainment.” (Education Scotland)

At Airdrie Academy we strive for pupil attendance of 95% to 100%. The figures below show the impact of attendance on a young person's learning, progress and achievement.

Attendance %	Days Lost from Learning
100	0
99	2
95	9
85	27
80	36
75	45
60	76



90% attendance equals:
½ day off per week
18 days per year
247 days off over 12 academic years
Equivalent of 1 year of education lost



School Attendance Policy – Roles and Responsibilities

This policy documents sets out actions to be employed by stakeholders, to support young people in achieving essential levels of attendance.

Parents

Section 30 of the 1980 Education Act places a duty on every parent/carer of a child of 'school age' to ensure that their child attends school regularly.

Attendance must be recorded twice a day - morning and afternoon.

Regulation 7 of The Education (School and Placing Information) (Scotland) Amendment, Etc., Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised: As defined by the Scottish Government.

Parents - Absence procedures:

- If your child is absent, you should contact the school by telephone or email and leave a message. The message should include your child's name, class, likely length of their absence and reason for absence.
- Parents should respond to text messages regarding attendance. This can be via phone call or text message.
- It is essential that any absence is covered by a reason from home. This is an important safeguard against truancy.
- Absences which are not explained by parents will be classified as unauthorised absences.
- If the school is concerned about your child's level of attendance, we will contact parents/carers via telephone call in the first instance.
- If attendance levels continue to cause concern, formal procedures will be put in place through phone calls, letters, Planning for Children's Wellbeing meetings, home visits and interventions.
- If a pupil has a medical, dental, or other such appointment, the parent should contact the school, or the appointment card/letter should be brought to the school office and permission to attend will be granted. These appointments should be arranged out with school hours, however if this is not possible, permission should be sought at least 24 hours prior to the appointment.

Family Holidays during term time: Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/carers should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:



- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category **will not** include such reasons 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 obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).

Family holidays with the above or similar characteristics will be classified as unauthorised absences. Where the head teacher's prior agreement has not been sought in writing, prior to the holiday, the absence will automatically be classed as unauthorised.

Extended Leave with Parental Consent: Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under 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 a relative, or for cultural reasons).
- Leave in relation to the children of travelling families.

Exceptional Domestic Circumstances: Parents/carers may request permission for such leave in writing, and the school may authorise such requests under the following circumstances:

- 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.

It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents/carers, or to refer pupils to the Reporter of the Children's Panel, if necessary.

At the start of each school session, parents/carers will be asked to provide contact details including at least one emergency contact number. Parents/carers are required to inform the school if these contact details change during the school year.

If your child is unwell during the school day: Your child should report to their Pupil Support Teacher or the office. A member of staff will call parents/carer and appropriate arrangements will be put in place.



Office

- To issue an absence text message through groupcall to parents by 9.30am and 1.45pm for afternoon attendance
- To call parents/carers of vulnerable pupils (Red Alert/Care Experienced) who are absent during period 1.
- Phone call home/text message are generated for all pupils who are absent from school and where there has been no telephone call or message left.
- Office staff gather parental responses – phones call or response to text message and update attendance codes.
- Office staff issue attendance updates to Principal Teacher Pupil Support.
- Appropriate attendance codes allocated in line with NLC policy.
- Attendance anomalies are checked daily.
- Follow NLC Policy

Class Teachers

- To ensure period by period registration is completed accurately and updated to show changes to pupil attendance during the class – i.e pupils arriving late.
- To complete P1 attendance by 9.05am and period 5 attendance by 1.25pm
- To monitor class attendance.
- To pass attendance concerns to PT Curriculum and PT Pupil Support.
- To ensure classrooms are nurturing and safe.
- To ensure a welcoming environment.
- To notify the office and all staff of school trips to ensure appropriate seemis attendance codes are used.
- To ensure digital materials are available ie teams/school website.
- To provide work (digital or paper based) to pupils who are unable to attend school.

Principal Teachers Curriculum

- To monitor class attendance.
- To verify that digital materials are available for pupils who are unable to attend school.
- To provide work to pupils who are unable to attend school in exceptional circumstances.
- Target young people who are at risk of not attaining due to attendance.
- Ensure a broad curriculum offer to meet the needs of all students.
- All staff should understand barriers to education.



Principal Teachers Pupil Support

- PT Pupil Support will ensure that appropriate attendance codes are utilised in line with NLC Policy.
- Where absence reason is unknown, PT Pupil Support/Office will contact parent on day one of absence.
- If pupil has not returned after 5 days PT Pupil Support will recontact parent. If there is no parental contact, a home visit will be arranged – Campus Police officer.
- Anomalies checked daily and parents contacted regarding missed periods (truancy)
- Attendance letters issued in line with NLC policy.
- If no improvement in attendance, parental meeting will be organised. These are supportive meetings to ascertain any concerns pupil/parents may have which are having a negative effect on pupils. Actions to support pupils and families will then be implemented.
- If attendance remains a concern, then the following strategies, in line with the Getting it Right for Every Child agenda, may be implemented:
 - Universal interventions
 - Planning for Children's wellbeing meetings
 - Additional and Intensive interventions:
 - Empowering Cluster model supports (CIIL)
 - Community Learning and Development
 - Referral to Family Engagement Support Assistant
 - Welfare visits – CIIL/Campus Police officer
 - Referrals to Social work/Health/Counselling services
 - Referrals to the Children's Reporter
- Ongoing persistent non-attendance will be classified as an Additional Support Need under ASN legislation.
- All actions will be logged on pastoral notes and the Wellbeing app.

Senior Management Team

- To track and monitor whole school attendance in line with NLC policy.
- To support staff in their role of monitoring attendance.
- To initiate supports / interventions to improve attendance.

Policy Flow chart

Airdrie Academy will follow steps detailed in the NLC Education and Families Promoting Positive Attendance procedures. These are detailed on the following page.

In addition to this flow chart. Airdrie Academy have a positive attendance letter which will be issued at appropriate points to praise pupils who have successfully increased their attendance.



Below 95%
Child/young person's attendance drops below this figure.

Stage 1 intervention
School calls home, talking to parents about attendance and identify supports in school. Identify barriers to attendance and systems in place to support child and family.
Continual monitoring and tracking are in place, with pupil support staff in regular contact with the pupil.

Attendance continues to decrease.

Attendance Improves. Celebrate with children and families.

Continue to monitor through regular tracking.

Below 90%
School remains in contact with parents/carers, to develop planning and discuss barriers to attendance and support. **Can use letter 1 at this stage.**

Stage 2 Intervention -
Establishment wellbeing planning meeting: Prior to and during the meeting, barriers to attendance are identified. These may be multiple and complex, e.g. health, learning, peer relationships related, transport, family challenges etc. Attendance support offered, plan created and tracking periods built in. Planning recorder through GIRFme and Wellbeing application.

Attendance Improves. Celebrate with children and families.

Attendance continues to decrease. Parents/carers and young person find engagement challenging.

Continue assess, plan review cycle as appropriate.

Below 85%
Contact from school management to parent/carer this can be to arrange a meeting. **Use letter 2 at this stage.**
Stage 3 Intervention - Seek advice and support from Cluster Integration and Improvement Lead to explore additional cluster resources.

- GIRFEC processes are underway. Assess, Plan Review
- Family support offered.
- Ensure learning provision is available.
- Consider involvement of other appropriate services e.g. cluster, School Counselling Service; School Nurse; CAMHS; Social Work; SDS, VS, Pathways, 3rd sector etc.

Attendance continues to decrease. Parents/carers and young person find engagement challenging.

Attendance Improves. Celebrate with children and families.
Continue assess, plan, review as appropriate.

Below 80%
Continuing engagement with the parents/carers. **Send letter 3.**
Cluster Wellbeing Planning Meeting – Chaired by CIL with key partner agencies to plan and explore further offers of support. This may where appropriately include support for around the family.

Attendance continues to decrease. Parents/carers and young person find engagement challenging.

Attendance Improves. Celebrate with children and families.
Monitor plans and amend as necessary. Assess, Plan review cycle.
Continue monitoring for a further 6 weeks. - and discuss at next meeting

Below 70%
Request Support from other agencies Agree and Amend Child's Plan
Have discussion with child protection coordinator re risks and assessment.

Assess. Plan, Review



Managing attendance and Getting it Right for Every Child

All stakeholders work in partnership to improve attendance and remove barriers to education in line with Girfec principles of staged intervention. Planning is in line with the five key questions and Girfec assessments.

5 Key Questions	Girfec Pathway	
<ul style="list-style-type: none">• What's getting in the way of this child or young person's wellbeing? • Do I have all the information I need to help this child or young person? • What can I do now to help this child or young person? • What can my agency do to help this child or young person? • What additional help, if any, may be needed from others?	<ul style="list-style-type: none">• wellbeing assessment/GIRFME plans • My World Assessment Triangle • The Resilience Matrix • Wellbeing App	



Airdrie Academy

Framework for Staged Intervention has been designed to enable staged and proportionate intervention to meet the additional support needs of our young people. Systems, resources, and strategies to meet needs are outlined in 3 Stages.

Stage 1 – Universal	Stage 2 – Additional	Stage 3 - Intensive
<i>The additional support needs of children and young people are met and managed within class and school.</i>	<i>The additional support needs of children and young people are met and managed within the establishment with support from Partner Services and Agencies.</i>	<i>The additional support needs of children and young people are met and managed outwith the establishment.</i>
Differentiation – Robust classroom planning, use of visuals,	Wellbeing planning meeting	Referral to We Aspire
Seating Plan	Bespoke flexible curriculum	Needs Based Pathway Application
ASNAs	Cluster Support Teacher	Referral to cluster network meeting via CIIL
IT Support (Laptop)	Cluster Resource Teacher	Attendance at IRD
SFL Support	School Counsellor – The Exchange	Care Experienced Review Meetings (annually)
Departmental monitoring form	RFA to Ed Psych	Care experienced – Virtual school interventions
Liaising with home	RFA Family Engagement Worker	Meetings with Virtual school
GIRFMe Plan	Wellbeing Base for intensive group work	NOC to Social Work
Literacy intervention – RWI, Artic, Spelling assessment	Skills Development Scotland	Care experienced – Virtual school interventions
Numeracy assessments – Maths Balance	RFA to Health (School Nurse, Occupational Therapy, Speech and Language Therapy)	Short term part-time timetables
Nurture	Interventions – Walk and talk, Soft Start, Nurture Groups	
Home visit with families – When available	RFA to outside agencies – Phantoms Legacy/CLD Girls group/Bentley Hotel	
Magic Breakfast	RFA to Cluster agencies – Outlet play/ Reeltime Music/Without Walls/VIP	
Future Friday's	Family engagement PT – Family cooking programme	



Supported Study	@Risk Group	
Easter school	Support from CIIL	
wellbeing assessments/ Wellbeing Wheel	Coordinated Support Plan	
Stationery	Referral to Planning for Children's wellbeing meetings	
Water bottles	Families in difficulty - signposting	
School clothing and equipment/winter clothing	Families in difficulty – referrals to external agencies – Citizens Advice, Covy, Tackling Poverty Team, One-Parent Families Scotland, Airdrie Community School Uniform Bank, Diamonds in the Community	
Toiletries	Gift - family & pupil appeals	
Mental health signposting	1-1 teacher support – Art/Maths	
Mental Health teams – Year group teams (Glow)	RFA to CAMHS	
National Mental health awareness days – class lessons/interventions (slides)	RFA to Social Work	
Family Support Group – Wednesday night	RFA to Neurodevelopment	
SDS- S1 – group work (P7) induction day, S2 -	Rangers programme	
Digital – Study & educational website, Teams, SMHW		
Master classes		
Shine Partner surveys – Mental Health and Welling		
PC Wandrum – Campus police officer		

(This list is not exhaustive)

