**Pupil Attendance & Absence Policy Statement**

We place high importance on school attendance. For our children it is as important from a care and welfare perspective as it is an educational one. As a school, we aim for a minimum of 90% attendance for our children across the school year, with anything below 90% regarded as a significant amount of lost learning time and disruption to learner progress.

**ATTENDANCE MATTERS: SUPPORT FOR PARENTS AND CARERS**

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Description automatically generated**Why is school attendance so important?** We want all our children and young people to realise their full potential. Excellent attendance at school is important to allow your child to fulfil their potential and for them to have the best start and a brighter future. Below are just some of the key reasons why it is so important children attend school:

* To have fun and opportunities to experience new things
* To develop new skills for learning, skills for work and skills for life
* To understand responsibility
* To make new friends and build positive relationships
* To develop awareness of other cultures, religions, ethnicity, and gender difference
* To celebrate achievements with friends and peers
* To attain in curricular pathways
* To build confidence, self-esteem and resilience
* To grow as individuals



**Every school day counts: Attendance Facts**

We understand that sometimes children are too ill to come to school, but we also want to highlight the significant impact that unnecessary absences and late comings can have, not only on a child’s learning and development but also their social wellbeing.

Important Literacy learning and teaching experiences are planned in all classes across the school every day. This includes additional support for learning interventions which are timetabled often with visiting staff. Arriving late to school can mean that children miss out on these important learning and teaching experiences. This in turn can lead to significant gaps in learning. There are clear evidence links between poor attendance at school and low levels of achievement. Children who have poor attendance also miss out on socialising with their peers and can find it difficult to make and sustain friendships.

We want your child to be an **Attendance HERO**: **H**ere; **E**veryday; **R**eady; **O**n Time

|  |  |  |  |
| --- | --- | --- | --- |
| 95-100% | 90 – 95% | 85 – 90% | Less than 85% |
| Excellent | Good | Satisfactory | Unsatisfactory |

We monitor attendance on a weekly basis, and we’ll contact you if we are concerned about your child’s attendance so that we can work together to make improvements. The chart above highlights the impact of non-attendance with regards to days missed as opposed to communication through the use of excellent, good, satisfactory and not satisfactory.

Please notify the school office of the reason for any absence to ensure this is recorded correctly and to avoid

any unnecessary texts or phone calls. If you have any concerns about your child’s attendance, please contact your child’s class teacher or a member of the school leadership team to discuss how we can support you and your child. Please refer to the **Attendance Matters - Parent’s Guide** which has been produced by North Lanarkshire Council for more information about our attendance procedures. This was issued to all parents at the start of the session, a copy is also available on the school website, and from the school office on request.

If you have any suggestions or advice that you feel would help us to support your child improve their attendance, please speak with a member of staff or email: [enquiries-at-carbrain@northlan.org.uk](mailto:enquiries-at-carbrain@northlan.org.uk)

K Lowe,

*Head Teacher*

**ATTENDANCE MATTERS: SUPPORT FOR STAFF**

It is a Class Teachers responsibility to alert the management team about any concerns they may have. (This can include ‘odd’ days or periods of time). Office Staff and the School Leadership Team (SLT) support this by completing an ‘Attendance Run’, highlighting concerns on a weekly basis, updating SLT of any significant concerns immediately. Monthly Attendance and Pastoral Care meetings are also held in line with the School Quality Assurance Monitoring Calendar to discuss the staged intervention procedures and

**PROMOTING POSITIVE ATTENDANCE (Relationships Based Approach)**

If a child’s absence/ late coming is causing concern; or beginning to impact upon a child’s learning, and the Class Teacher has been unable to address this satisfactorily with the family, the concern should be referred to the Principal Teacher to discuss next steps. If a child’s absence is due to a notified illness or medical condition, it may still be appropriate to initiate the Staged Intervention Procedures to support/ address continuity and progression in the child’s learning. At all stages due consideration should be given to any available supports, request for assistance, or referrals as may be deemed appropriate. A contact log or pastoral note should be completed for any contact made and filed/ recorded accordingly. SLT should be alerted to concerns as appropriate. In some cases, a Single Agency Chronology may be required to be opened or added to, for individual pupils.

A diagram of support groups

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**At every stage the child should be involved in discussions.**

**ESTABLISHMENT PLANNING - UNIVERSAL**

Research has shown that early help/support is needed for a child or young person, in collaboration with the child, young person, parent/carer. Longer term absences, become more challenging to manage and the barriers to attendance can increase. In line with the national practice model of GIRFEC, the questions below should be asked by an appropriate link adult in school to help inform why attendance is challenging and we can in partnership support a child or young person. The Head Teacher has overall responsibility to track and monitor attendance. Whilst key link staff will plan interventions and supports with the families.

|  |  |
| --- | --- |
| **GIRFEC 5 key questions** | **Assessment and Planning tools to help practitioners answer the key questions** |
| 1. What’s getting in the way of this child or young person’s wellbeing? 2. Do I have all the information I need to help this child or young person? 3. What can I do now to help this child or young person? 4. What can my agency do to help this child or young person? 5. What additional help, if any, may be needed from others? | 1. The wellbeing assessment/GIRFME plans 2. The My World Assessment Triangle 3. The Resilience Matrix 4. Outcome Star to track impact of health and wellbeing interventions. 5. Wellbeing App |

***The universal support for all children and families is their school and the known/identified link staff within the establishment. Should staff answer be ‘no’ to the GIRFEC questions above, the process planning on the next page will support with the next steps. The above planning and assessment tools must be used by establishments to plan, record and track attendance and appropriate interventions.***

**School Procedures**

**Registration:** If a child is not in class by 09:00 for registration this should be reflected in the attendance record for each pupil. Attendance is recorded in **ClassDojo** daily by Class Teachers - Office staff check this information and record it (Seemis) from 09:10 - Attendance must be recorded twice daily am and pm. If a child does not return after lunch staff should notify the Office/ SLT within 10 minutes to advise for follow up.

**Absence Enquiry:** If a child has been absent and the school has not been notified of a reason for the absence the Office Senior will issue an **Absence Enquiry** via text message. Office Staff should report back to Class Teachers/ SLT with any available updates. Class Teachers should also update Office/ SLT with any information they have.

**Late-coming Letter:** If a child’s late-coming is causing concern and beginning to affect their work a **Late-coming Letter** may be issued. It is the Class Teachers responsibility to make SLT aware of any concerns they may have.

**NLC Staged Intervention and monitoring procedures:** Detailed below

**Below 95% - Stage 1 Intervention (Phone call)**

* 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 identified staff in regular contact with the pupil.
* Attendance Improves. Celebrate with children and families - Continue to monitor - assess, plan, review as appropriate.
* Attendance continues to decrease move to stage 2.

**Phone Check-in:** Class Teacher/Principal Teacher reinforces/ makes the parent/carer aware of the attendance concern. A contact log or pastoral note should be completed for any contact made and filed/ HT notified as appropriate.If a child’s attendance or lack thereof is causing concern and beginning to affect a child’s learning in most cases the Class Teacher would be the first to raise a concern and contact the parent/carer to make them aware of the impact this is having on their child’s progress. It is also the Class Teachers responsibility to alert the management team to any concerns they may have. A contact log or pastoral note should be completed for any contact made; filed/ recorded, and SLT alerted as appropriate. Consideration should also be given to the need for enhanced planning for pupils and this should outline any personalised strategies to ensure children are able to achieve and be fully included, engaged, and involved in their learning. With planning recorded through GIRFme and Wellbeing APP.

**Below 90% - Stage 2 Intervention (Letter 1 and Wellbeing planning meeting)**

*School in contact with parents/carers, to develop planning and discuss barriers to attendance and support.*

* Issue ATT L1
* Establishment wellbeing planning meeting. Prior to and during meeting, barriers to attendance identified. These may be multiple and complex e.g. health, peer relationships, transport, family circumstances etc. Attendance support offered, plan created and tracking periods built in. Planning recorded through GIRFme and Wellbeing APP.
* Attendance Improves. Celebrate with children and families - Continue to monitor - assess, plan, review as appropriate.
* Attendance continues to decrease move to stage 3.

**Below 85% - Stage 3 Intervention (Letter 2 and CIIL/ Cluster Resource/ FESA)**

*Seek advice and support from Cluster Integration and Improvement Lead to explore additional cluster resources*

* Issue ATT L2
* GIRFEC processes are underway. Assess, Plan Review
* Contact from school management to parent/carer - Family support offered, plan created and tracking periods built in. Planning recorded through GIRFme and Wellbeing application.
* 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 Improves. Celebrate with children and families - Continue assess, plan review cycle as appropriate.
* Attendance continues to decrease. Parents/carers and young person find engagement challenging – move to cluster wellbeing planning meeting

**Below 80% - Beyond Stage 3 (Letter 3 and Cluster Wellbeing Planning Meeting)**

***Cluster Wellbeing Planning Meeting –*** *Chaired by CIIL with key partner agencies to plan and explore further offers of support. This may where appropriate, include support for and around the family*

* Issue ATT L3
* Continuing engagement with the parents/carers.
* 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
* Attendance continues to decrease. Parents/carers and young person find engagement challenging – Request for support from other agencies.

**At every stage the child should be involved in discussions.**

**Below 70%**

*Request Support from other agencies*

* Agree and Amend Child’s Plan
* Have discussion with child protection coordinator re risks and assessment.
* **If other concerns exist, referral to Children Reporter**
* Continue to Assess. Plan, Review

A diagram of a flowchart

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