



Attendance Procedures & Strategies Overview

This overview summarises how our school implements North Lanarkshire Council Attendance Policy in practice. It outlines our procedures, preventative strategies, monitoring systems, and support approaches.

1. Rationale & Ethos

We promote attendance as a key driver of wellbeing, attainment and equity.

Our approach is supportive, restorative and child-centred, aligned with Getting it Right for Every Child (GIRFEC).

We work in partnership with parents/carers and external agencies to remove barriers to attendance.

2. Policy Framework

North Lanarkshire Council Managing Attendance Policy

GIRFEC & SHANARRI wellbeing indicators

3. Roles & Responsibilities

Senior Leadership Team / Pastoral DHT

- Overall responsibility for attendance standards and procedures across the school
- Pastoral DHT carries out monthly attendance comparisons, producing a running month-by-month spreadsheet for all year groups
- Attendance patterns and concerns identified and shared with pastoral team.
- Individual pupil attendance discussed at weekly Pupil Support / Link DHT meetings, with strategies agreed and parental meetings planned where required
- Attends parental meetings at letter 3 stage of managing attendance policy.
- Discuss concerns at planning for childrens wellbeing meetings.
- Liaise with CIIL and other external agencies when appropriate.

Principal Teachers of Pupil Support / Pastoral Staff

- Ongoing monitoring of attendance for their house group.
- Use of monthly comparison data to identify emerging patterns (e.g. decline, persistent absence)
- Attendance concerns discussed at Pupil Support departmental meetings
- Direct contact with pupils and families to offer early support
- Producing letters in line with managing attendance policy
- Arranging parental meetings
- Co-ordinating in school (Universal and additional) support

Class Teachers / PSHE Teachers

- Promote the importance of good attendance through consistent messaging
- Deliver regular attendance discussions within PSHE, including individual attendance feedback using attendance print outs
- Support pupils to reflect on attendance and understand impact on learning

Office / Admin Staff

- Daily registration procedures
- First-day response and recording of absence
- Accurate maintenance of SEEMiS records
- Text messages sent to parents of absent pupils period 1 and 5.

Parents / Carers

- Ensure regular attendance
- Inform school of absence promptly
- Engage with attendance discussions and support offered

4. Daily Attendance Procedures

- Registers taken every period
- Absences recorded on SEEMiS in line with guidance
- Unexplained absences followed up via first-day contact (text)
- Late arrivals monitored and recorded

5. Monitoring & Tracking

- Attendance data reviewed regularly at House group class, year group and whole-school level
- Monthly attendance comparisons produced by the Pastoral DHT allow trends and patterns to be tracked over time
- Attendance comparisons discussed at weekly Pupil Support / Link DHT meetings, informing next steps
- Patterns such as frequent lateness, subject-specific absence, or declining attendance identified early
- Attendance concerns escalated through staged intervention where appropriate

6. Early Intervention Strategies

- Use of monthly attendance comparison spreadsheets to identify concerns at an early stage
- Informal conversations with pupils by Pupil Support staff
- Initial contact with parents/carers to explore reasons for absence
- Attendance discussed routinely in PSHE, reinforcing expectations and shared responsibility
- Short-term targets agreed with pupils and families where needed

7. Targeted Support & Staged Intervention

- NLC policy letters and bespoke school letters used to inform parents when key milestones are reached
- Use of staged intervention framework in line with GIRFEC. TAC meetings, multi-agency meetings and planning for childrens wellbeing meetings where appropriate
- Multi-agency involvement (e.g. Health, FESA, Social Work) when appropriate
- Regular review meetings with families

8. Promoting Positive Attendance (Secondary Focus)

- Clear expectations shared with pupils and families, particularly during transitions between year groups. Whole year group and house assemblies focus on attendance.
- Regular attendance discussions in PSHE, where pupils receive their individual attendance record
- PSHE teachers take time to reinforce the link between attendance, attainment, wellbeing and future pathways
- Pupils are asked to take attendance information home and discuss any unauthorised absences with parents/carers
- Consistent whole-school messaging from staff

9. Support for Vulnerable Learners

Additional monitoring for pupils with ASN, care-experienced children, or wellbeing concerns.

PEF DHT tracks attendance of vulnerable groups including FME pupils.

Flexible approaches where appropriate (e.g. phased returns, bespoke timetables)

Close partnership working with support services

10. Evaluation & Improvement

Attendance procedures reviewed annually (Discussions around PS DIP ensure practise is reviewed and evaluated.

Data used to inform improvement planning

Pupil and parent voice considered