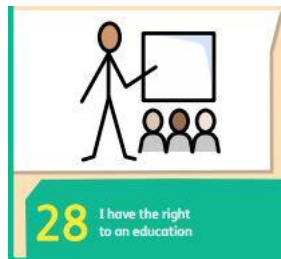




# Fordbank Primary and Flexible Learning Resource Enhancing and Maximising Attendance Policy

UNCRC Articles:



Signed	Date	Date for review
Staff representative		
Parent Council		
Pupil Council		

## What is the purpose of the policy?

The purpose of this policy is to provide all stakeholders with a framework which offers guidance and strategies to enhance and maximise pupil attendance. At Fordbank Primary and Flexible Learning Resource our aim is to ensure all pupils are included, engaged and involved in their education as we know that absence from school, whatever the cause, disrupts learning. The policy has undergone a refresh, incorporating new legislation and government guidance.

## What is the vision of the policy?

We expect all members of our school community to contribute to a positive school ethos which encourages and supports excellent attendance. Our school values underpin our approach to enhancing and maximising attendance. All pupils will regularly demonstrate that they strive for these values in all that they do.

Hope  
Equity  
Achievement  
Respect  
Teamwork



## How is attendance defined?

Attendance in school is attending and participating in educational activities arranged by the school. As well as physically attending school, children are expected to participate in a range of educational activities that the school provides, such as:

- learning out with the school provided by other learning provider while still on the school roll
- educational visits, day, and residential visits to outdoor centres

- debates, sports, or creative activities in conjunction with the school

## **When does attendance become a concern?**

Maintaining high attendance is not only a priority for all at Fordbank Primary but it is of national interest. Research suggests that all forms of absence (truancy, sickness absence, exceptional domestic circumstances, and family holidays) can negatively impact achievement and attainment. Poor attendance at school, whether due to absenteeism or exclusion, leads to multiple social, educational, and lifelong socio-economic disadvantages. Despite school attendance being recorded nationally at 93.7% in 2014-15, there has been consecutive decreases since then. Most recently, attendance in Scottish education establishments has been sitting at 90.2% in session 2022-23.

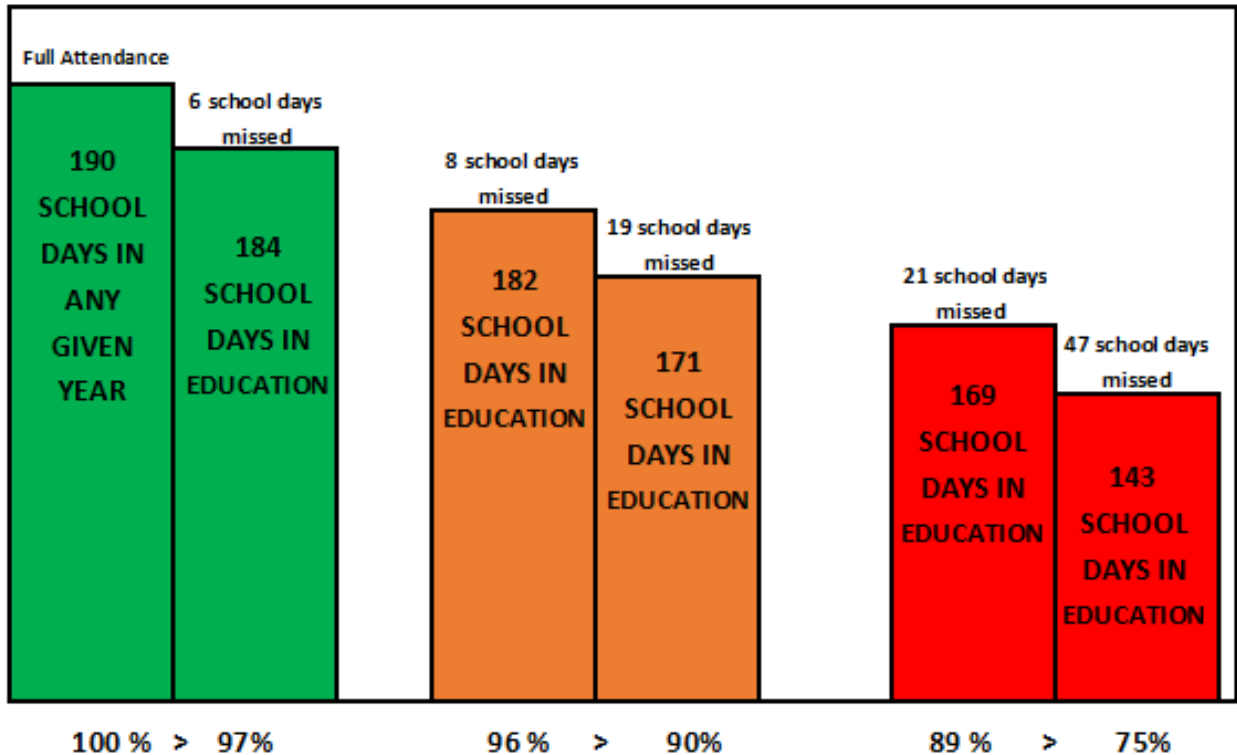
## **What are the outcomes of poor attendance?**

Absences from school can have negative effects on a young person's education this includes, but is not limited to; missing out on teacher-led lessons, peer interactions, and, ultimately, academic achievement. The direct correlation between attendance and academic success, this is well documented in their research. There is evidence to suggest that there are long-term consequences of school absences for overall educational attainment and positive destinations after school. The Scottish Government's executive agency 'Education Scotland' consistently emphasise higher attendance rates leading to improved academic performance. This is due to pupils having more opportunities to engage with classroom materials, participate in discussions, and receive timely feedback from their class teachers. Evidence suggests that the higher the absence, the greater the impact on attainment.

UK Government statistics demonstrate children and young people who performed better both at the end of primary and secondary school, missed fewer days than those who did not perform as well (UK Government, 2022). Higher rates of attendance give children and young people more opportunities to learn. Attendance combined with engagement should support academic progress, which can have an impact on educational outcomes.

There are 175 non-school days a year...

This equates to 175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments.



We are aware that life sometimes gets in the way but where possible, pupils should be engaging with extra-curricular activities, holidays and appointments on non-school days.

## Attendance protocols

It is the responsibility of all pupils, parents/guardians, and school 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.

In Fordbank Primary we are committed to ensuring that our pupils; experience high quality learning and teaching, gain skills for learning, life and work; are successful learners, confident individuals, effective contributors and responsible citizens; are supported fully by parents/carers, the school and partner agencies; and have the best start in life and are ready to succeed.

This is why you can expect the following from Fordbank Primary:

- We will ensure the school attendance policy is clear and accessible to all.
- We will help parents/carers to understand the importance of school attendance.
- We will encourage development of key relationships between staff and parent/carer.
- We will use multi-agency partnership approaches, where appropriate.
- We will regularly review and analyse attendance data.
- We will implement, regularly monitor, and evaluate targeted interventions.
- We will commit to timely communication with parent/carers and young people where appropriate.
- Use a range of approaches including home visits to build relationships between home and school (where possible).
- Maintain regular, informal contact and encourage parent/carers to view the school as a source of support and help.

For this reason, our Senior Leadership Team will be proactively monitoring each young person's attendance on a monthly basis and work through a staged intervention approach to attendance. This is outlined over the page.

## Staged Intervention Process for monitoring attendance

If a pupil's attendance percentage falls to...	The school's intervention of support will be...	Because we know that this equates to...
<b>97%</b>	A <b>pastoral/wellbeing check-in</b> between the young person and their Principal teacher of Pupil Support.	<b>One week of missed learning.</b>  Although this is manageable, pupils might feel they require support from staff to help get caught back up. This will allow pupils to equalise with the rest of the class.
<b>95%</b>	A <b>text message</b> sent home inviting parents and guardians to contact the school to inform us of a reason for absence. This will allow us to check if support is required.	<b>Around 10 days of missed learning.</b>  Pupils who attend school 90% or above are 4 times more likely to achieve a Higher than those who have 80% attendance or lower.
<b>Below 90%</b>	Supportive phone call from SLT to enquire if there are any underlying difficulties or supports needed.	Studies have indicated that missing 10% of schooling (the equivalent of 4 weeks) over the course of a year can begin to impact on attainment. Pupils should utilise classwork posted digitally.
<b>Below 85%</b>	<b>Letter one issued, pastoral note</b>	<b>Around four weeks of missed learning.</b>  Research suggests that pupils who have an average of 20 days absent per school year see negative effects to their attainment.
<b>80%</b>	<b>Letter two</b> will be issued, inviting parents / carers / guardians to a meeting to discuss attendance concerns and plan appropriate interventions to get the young person to engage with their education more fully.	<b>Six weeks of missed learning.</b> It has been found that if 80% attendance is maintained from P1 to P7 this is the equivalent of one whole year of education lost.
<b>75%</b>	<b>Letter three</b> will be issued, inviting parents / carers / guardians to a Multi-Agency Child's Planning meeting to discuss attendance concerns with wider reaching agencies. This intervention would allow us to plan appropriate interventions across education, community safety, health, and social work.	<b>Eight weeks of missed learning.</b> This is the equivalent of more than one whole school term. Typically, one or two units of work can be covered in a school term, per subject.
<b>&lt;70%</b>	A possible <b>referral</b> to the Scottish Children's Reporter Administration.	Significant lost learning of 60 days or more can be detrimental to a pupil's post school positive destinations.

## Daily Attendance Procedures for staff

**It is a school's legal duty to ensure attendance, maintain an accurate register and record pupil absence for each period during the school day. Schools must be able to account for the presence of pupils within their school at any given time. The legal responsibility falls on every class teacher.**

Teachers will

- Take attendance within the first 10 minutes of the start of the class. Please remember to mark the register as complete, by clicking the flashing tick on SEEMIS.
- Office staff will update registers with the code accordingly.

### **Permitted Absence**

Pupils should seek permission prior to the known appointment. This will be indicated on your register with PER. On return to school, pupils should report to the office to re-register for the day.

### **Illness During Class Time**

If a pupil becomes unwell during your class, they should be sent to the school office. The office will then communicate with the pupil's caregiver to arrange early collection.

### **Trips Out of School/Pupil Visits**

Ensure that names of pupils involved are given to the office in advance of the trip departure time (ideally one week before). This will allow for registers to be updated accordingly.

### **Additional Support for Parents, Children and Young People**

ORGANISATION	CONTACT DETAILS
Education Scotland	<a href="https://education.gov.scot/improving-attendance-understanding-the-issues">https://education.gov.scot/improving-attendance-understanding-the-issues</a>
Childline	<a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a> 0800 1111
REN 10 Website	<a href="https://www.ren10.co.uk/">https://www.ren10.co.uk/</a>