



Tinto Primary School & Nursery Class

Attendance at School

It is important for the school to work with parents in encouraging all children to attend school. All absences from school are required by law to be recorded. Absences will normally fall under two categories - authorised or unauthorised absence.

- Authorised absences include illness, dental & medical appointments, weddings and funerals. Requests for your child to be permitted to be absent from school to make an extended visit to relatives must be made in writing to the Head Teacher detailing the reason, destination and duration of absence and arrangements for their continuing education. On these occasions the pupil may be marked as an authorised absentee in the register
- Unauthorised include family holidays (unless the employer can evidence that the parent / carer was unable to take a family holiday in school holiday period) and extended weekend breaks.

In cases where your child is unable to attend parents are asked to:

- if you know in advance of any reason why your child is likely to be absent from school, please tell someone at the school, telephone us or let us know in writing.
- notify the school first thing in the morning when your child is going to be absent. Before 9.00 a.m. parents can leave a message on the answer machine. Let the school know the likely date of return and keep them informed if the date changes. However parents still need to contact the school daily if their child is absent. Please note that a member of staff will firstly call home and then the emergency contacts if no notification is received regarding your child's absence from school. This is essential in making sure that all children leaving home for school arrive safely.

Tinto P.S & N.C Attendance Guidance 2021

- Inform the school of any change to the following:
 - home telephone number
 - mobile number
 - emergency contact details
 - home address.

It may seem that the odd day here and there will not have a negative impact on a child's learning – but the table below illustrates the cumulative effects of random days missed from school over an academic year.

100 % Attendance	0 Days missed	Gives a child and young person the best chance of success and ensures that their full potential is achieved
95% Attendance	9 Days of Absence 1 week and 4 days learning missed	Is likely to make it harder to achieve full potential and secure the best possible outcomes
90% Attendance	19 days of Absence 3 weeks and 4 days of learning missed	
85% Attendance	27 Days of Absence 5 weeks and 3 days of Learning Missed Almost half a term missed	Is likely to impact significantly on learning and progress which can lead to poorer outcomes in achievement, wellbeing and social and emotional development
80% Attendance	36 days of Absence 7 weeks and 3 days of learning missed Half of a term missed	
75% Attendance	45 Days of Absence 9 weeks and 1 day of learning missed Almost 1 whole term missed	
If a pupil by the end of S5 has 90% attendance, in aggregate over their school career, they will have the equivalent of <ul style="list-style-type: none"> • ½ a day off per week • 18 days off per year • 247 days off over their school career of 12 academic years, equivalent to over 1 year of lost education 		

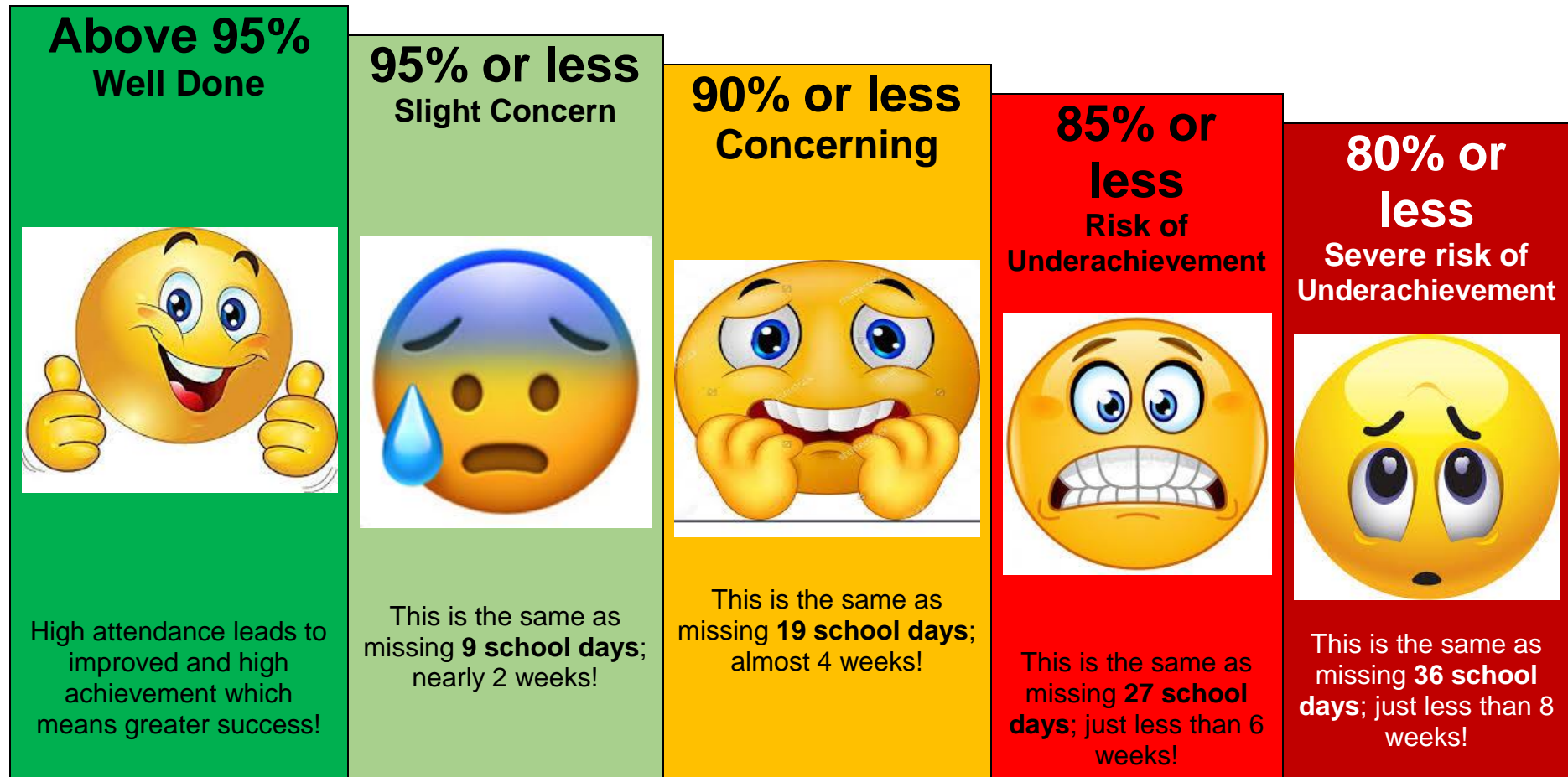
There is a staged intervention process that is used to support attendance. This is summarised in the table below.

Staged Intervention Level	Description of Action to be taken	Att Level
<p style="text-align: center;">One</p> <p>School based intervention</p>	<ul style="list-style-type: none"> • Class teacher routinely monitors attendance of all pupils • Cause for concern identified and appropriate letter (or alternative form of contact) is sent, making contact with parents • Assess possible barriers to attendance and wellbeing and identify supports to overcome them • Complete staged intervention level 1 planning paperwork, outlining a plan to improve attendance outcomes, • Review attendance and take next step; attendance improves or move to stage 2 	<= 95%
<p style="text-align: center;">Two</p> <p>School based intervention</p>	<ul style="list-style-type: none"> • Class teacher and Principal Teacher routinely monitor attendance of all pupils with Stage 1 intervention • Cause for concern identified and appropriate letter is sent, making contact with parents • Assess possible barriers to attendance and wellbeing and identify supports to overcome them • Complete staged intervention level 2 planning paperwork, outlining a plan to improve attendance outcomes, • Review attendance and take next step; attendance improves or move to stage 3 	<= 90%
<p style="text-align: center;">Three</p> <p>Education Resources based intervention</p>	<ul style="list-style-type: none"> • Member of Senior Management Team and Senior Manager (Pupil Support) routinely monitor attendance of all pupils with Stage 2 interventions • Send appropriate letter, making contact with parents • Assess possible barriers to attendance and wellbeing and identify supports to overcome them • Request assistance from other education personnel as appropriate; Youth, Family and Community Learning Service; Education Psychological Services; Specialist Support Team; KEAR; Pathfinders Project etc. • Consider use of the School Refusal Scale at this stage. • Complete staged intervention level 3 planning paperwork (ASP), outlining a plan to improve attendance outcomes, • Review attendance and take next step; attendance improves or move to stage 4 	<= 85%
<p style="text-align: center;">Four</p>	<ul style="list-style-type: none"> • Member of Senior Management Team and Senior Manager (Pupil Support) monitor and review attendance of all pupils with Stage 3 interventions. • Send appropriate letter, making contact with parents • Assess possible barriers to attendance and wellbeing and identify supports to overcome them 	<= 80%

<p>Multi-Agency Intervention</p>	<ul style="list-style-type: none"> • Request assistance from other agencies: social work; health; police; housing as appropriate • Complete staged intervention level 4 planning paperwork (review and update ASP), outlining a plan to improve attendance outcomes, • Review attendance and take next step; attendance improves or move to refer to Scottish Children’s Reporter Administration (SCRA) 	
	<p>Referral to Reporter Ref: Framework for Inclusion and Equality (Inclusive Education Service, January 2018) Practice Guide 25.</p>	

As you can see from the table above, letters begin to be issued once attendance has dropped below 95%. If attendance does not improve despite the staged interventions noted above, then this is referred to Social Work and then the Children’s Reporter. Obviously neither the school nor most parents want their child’s attendance to reach the stage where these agencies are involved. It is best to work in partnership with the staff at school to improve attendance and give your child the very best opportunity to learn and achieve.

WHAT IS YOUR ATTENDANCE?



Right to an Education (Article 28)

