



Pupil Attendance and Absence Procedure

Stockbridge Primary School

Broughton Learning Community

Draft policy August 2023
Review Date August 2025

At Stockbridge Primary School we recognise the strong link between high levels of attendance at school and positive outcomes for children. This includes outcomes in terms of attainment and achievement, health and wellbeing, and social, emotional and behavioural development. The purpose of this procedure is to promote high levels of attendance and set out the process that will be followed when there is non-attendance. Staff at Stockbridge Primary School seek to inspire every child with a passion for learning which will demonstrate to them that their presence in school is important and that they are missed when they are absent or late. We aim to have all children attend school for 25 hours per week, and for all children to have attendance of 90% or above by the end of the school year. School will take appropriate and proportionate action, when necessary, in order to promote school attendance.

Our Policy in context

Our policy is underpinned by our school values of being Safe, Ready and Respectful. This policy does not stand alone and is written in conjunction with the following key guidance and policy documents from both a local and national perspective:

- Included, Engaged and Involved Part 1: Promoting and Managing School Attendance – The Scottish Government (2019)
- CEC – Attendance and Absence Management Policy and Procedure
- CEC – Included, Engaged and Involved in Edinburgh Policy
- School Attendance: A Guide for Parents – The Scottish Government (2009)
- Getting it Right for Every Child (GIRFEC) – The Scottish Government (2013)
- The Education (Scotland) Act – The Scottish Government (2016)
- Inter - Agency Child Protection Procedures – Edinburgh & The Lothians (2012)
- The Children and Young Person (Scotland) Act – The Scottish Government (2014)
- UNCRC

Responsibilities

At Stockbridge Primary School, we know that every day counts in a child's education and we all strive to support our children to, where possible, attend our school on time, every day. All adults in our school have a role to play in promoting, managing and supporting school attendance.

Our Role(s)	Our Responsibility
All Our Staff	<ul style="list-style-type: none"> • reinforce importance of coming to school and being on time • noticing if pupils are absent, missing activities or late • praising good attendance, particularly of those who we know do not always attend or may often be late in • never ask a child publicly why they have not been in school or why they are late (there may be a reason for this that the child would feel embarrassed or singled out in saying) • never make any comment to the child that attendance and late-coming is 'their fault'
Our School Admin / Our Office Staff	<ul style="list-style-type: none"> • welcoming warmly our pupils when arriving late, sympathetically asking for a reason, if appropriate, to see if any support is needed • inform school management of daily absence information • communicating with families to confirm the whereabouts of pupils as part of completion of the daily registration processes • follow up phone calls/ emails texts to identified parents and update registers as required • updating SEEMIS throughout the day with relevant late/ attendance information • producing monthly reports for attendance meetings with EWO • liaising with class-based staff
Our Facilities Manager	<ul style="list-style-type: none"> • inform School Senior Managers about any children they may see in the local area during school time or children who are regularly seen 'hanging around' in the school playground • welcoming warmly our pupils when arriving late
Our Teachers & Our Class Based Staff (including Breakfast Club)	<ul style="list-style-type: none"> • accurately recording pupil absence and late-coming on registers by 8.45am each morning and after lunch by 13:00 • keep learner voice centre of learning and ensure pupils have the opportunity to talk privately if they wish to • discuss attendance with parents and carers, where appropriate, in relation to progress in learning • inform school Senior Management of any patterns of attendance or late-coming, especially if this is new or out of character
Our Partner Services including PSO	<ul style="list-style-type: none"> • offer support and 1-1 conversations for pupils and families who may be struggling with issues in and out of school that would or could contribute to a pattern of sporadic attendance or late-coming • work closely with School Senior Management and engage as part of any supports that need to be put in place
Our Local Active Schools Coordinator	<ul style="list-style-type: none"> • ensure learner voice is at the heart of activities, particularly to support those with poorer attendance • celebrate the successes and the ability to overcome challenges in activities. • offer free out of school activities to pupils to encourage peer relationships and confidence in being in a school setting.
Our Head Teacher / School Senior Management	<ul style="list-style-type: none"> • sharing the importance of good attendance regularly with parents in school newsletters, school website, social media and parental events • meet with our EWO regularly to discuss below 85% and actions and supports that may be required • constructively inform, communicate and discuss with families the reasons for absence or late-coming and how the school and partner agencies may be able to help them • send 'trigger' letters to families below 90% attendance or persistent late coming

School responsibilities

The school has responsibility for maintaining attendance records for all children enrolled at the school, and for these records to be of sufficient accuracy and detail to enable the publication of

data required by the SEED (Scottish Educational Establishment Database) and for legal action to be taken where necessary.

The school also has responsibility for monitoring the attendance of all children enrolled at the school and working collaboratively through the GIRFEC (Getting it Right for Every Child) framework with parents/carers, the EWS (Education Welfare Service) and other agencies to improve attendance and prevent patterns of non-attendance from developing.

What is expected of us, as a school by our Local Authority:

- Give a high priority to punctuality and attendance
- Develop procedures that enable our school to identify, follow up and record authorised and unauthorised absence, patterns of absence with effective monitoring and intervention
- Consistently record absence within the guidance of *The Education (Scotland Act (2016))* and City of Edinburgh Council procedures.
- Develop a range of strategies to follow up intermittent and long-term absenteeism and promote good attendance.
- Encourage supportive and constructive communication between home and school.
- Develop procedures that could lead to a referral to the EWO for family support from The Area Attendance Advisory Group (AAAG) to help families ensure good attendance of their child at school.
- Support children in why they are experiencing difficulty in attending school, offer a tailored or bespoke curriculum that focuses on their interests and needs.
- Promote an ethos of inclusion and equality where diversity and equality is celebrated and embraced and children feel comfortable to attend school.

What is reasonably expected of our parents and carers?

The responsibility for a child's education rests with their parent/carer. Once a child is enrolled at an authority school, the law states that the child must attend school unless permission has been given by the authority to withdraw the child from school.

- keep their child's absences to a minimum
- offer a reason for any period of absence, preferably before the absence or on the first day of absence
- ensure that their child arrives on time, properly dressed, with the right equipment and in a positive mindset to learn.
- offered a reason for any lateness and accept appropriate and proportionate support when this is an issue
- work closely with the school and the Education Welfare Officer (EWO) to resolve any issues that may impede a child's attendance
- be aware of the curriculum requirements and be especially vigilant with regards to how sporadic attendance can affect a child's progress
- support their child and recognise their successes and achievements
- keep the school updated should contact numbers or address details change
- contact the school office on the first morning (or night before if possible) of their child's absence before the start of the school day (8:40am) via admin email account or telephone absence line.

The Role of The Education Welfare Officer (EWO) & Service

Stockbridge Primary School works together with the Education Welfare Service to improve the attendance of all our children. Our target attendance for each academic year is above 95% and whilst the majority of our children achieve this, there are a small minority who do not. The school can offer a wide range of supports for families to ensure children are in school and happy when they are. The school will offer a meeting to families to discuss these and solutions that can be put in place. There are also a range of different strategies that can be used by the Education Welfare Service to support families and raise awareness of the importance of school attendance. These range from written notifications to home visits or referrals to external support agencies.

Late Coming

- School starts at 8.45 am for P3-7 and 8.55 am for P1 and 2.
- Lateness is classed as any child arriving after the pupil doors are closed at 8.45 am or 8.55a.m. in P1 and 2.
- All children arriving late must report to the school office.
- The school register closes and is recorded on SEEMIS by 08.50am (P3-7) and 09.00am (P1-2).
- Any child arriving after the school register is fully recorded on SEEMIS will receive an annotation of them being late for school.
- Lateness is monitored on a termly basis and letters are sent home to the parents and carers informing them of the lost lesson time and disruption caused to the child and the class as a whole.
- If lateness is persistent, then the school will seek to meet or speak with parents and carers to discuss concerns; cases of persistent lateness may result in a referral to the Education Welfare Officer.

Persistent Absentees

A child who has an attendance figure of 85% or below is classed as a persistent absentee and will be referred to the EWO. A child who has an attendance percentage falling between 90% and 95% will be closely monitored and supported to prevent them falling into the persistent absentee category. Reminder letters to families can be considered if attendance starts to fall. They may be referred to the EWO and the school may also request medical evidence for further absences as this can be classed as a Child Protection issue.

Monitoring and Evaluation

A member of the School's Senior Leadership Team meets with the EWO on a regular basis and those children identified as below 95% are discussed. Agreements on monitoring, supports and interventions are put in place, where required.

The Local Authority publishes monthly attendance overviews for all its schools. This provides a guide to where a school is on a citywide basis and documents any improvements they have made.

From SEEMIS, the school draws a termly report, which is compiled to focus on Attendance below 85%, late-coming and Friday absences. Template letters are then sent out to the families of those children who have been identified and a record of these and any parental responses are kept.

As a school, we realise that there are other patterns and modes of school attendance that may need to be put in place or requested by families that are acceptable by law. These can be discussed between school and families using the *GIRFEC* structures and suitable arrangements made. The school or external agencies can advise families on their rights in these areas and support them accordingly. The school can also seek advice from our own Local Authority and external agencies.

Daily registration procedures

All children arriving after 08.45am (P3-7) and 08.55am (P1-2) will enter the school through the main office.

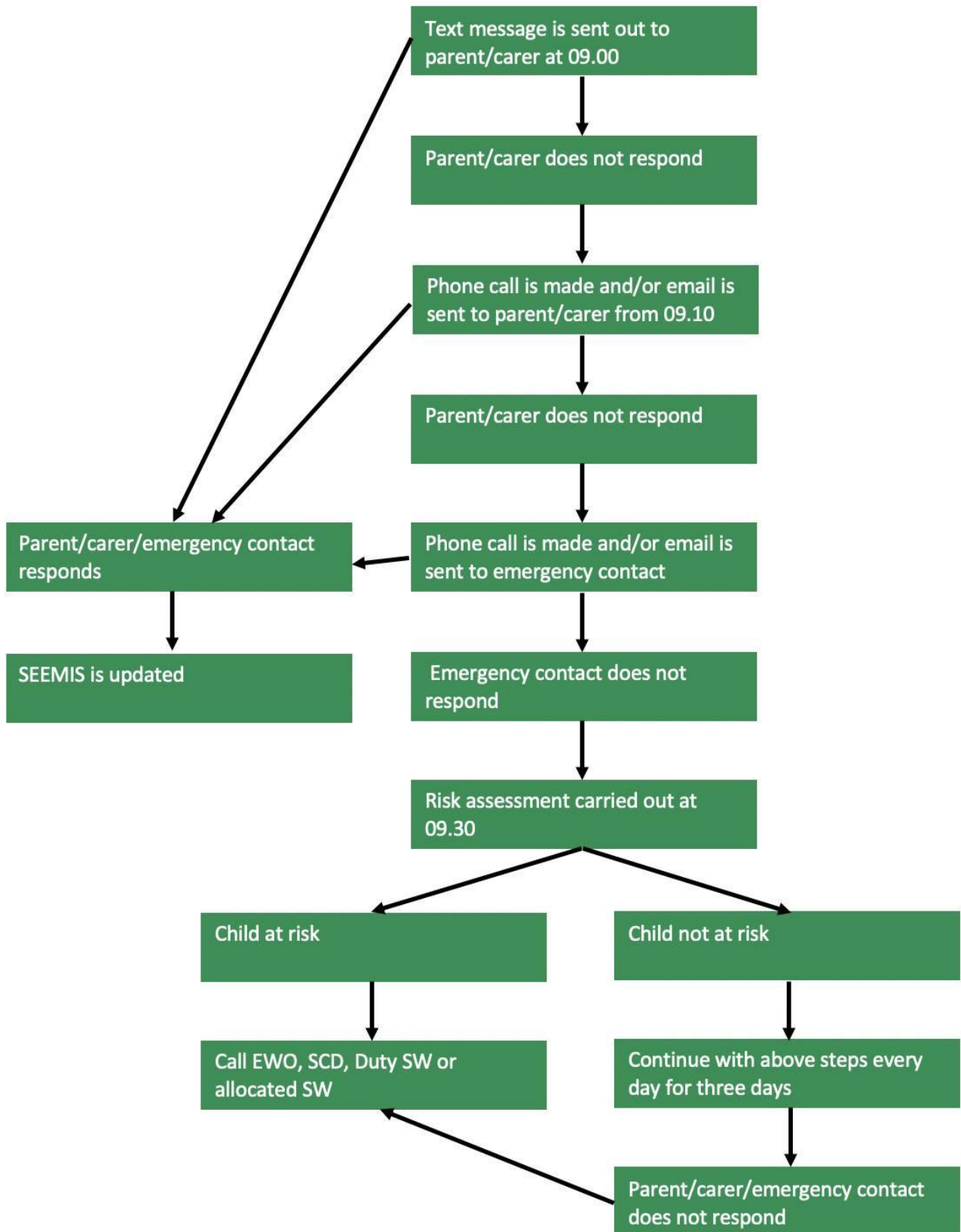
In the Classroom		
Time	Action	Person/s responsible
08.45	<ul style="list-style-type: none">pupils enter school through pupil doors in P3-7	Teaching Staff
08.55	<ul style="list-style-type: none">pupils enter school through pupil doors in P1-2	
08.45-08.50 (P3-7) 08.55-09.00 (P1-2)	<ul style="list-style-type: none">complete SEEMIS register	Teaching Staff
11.00	<ul style="list-style-type: none">check all children have returned from playground	Teaching Staff
12.45	<ul style="list-style-type: none">complete SEEMIS register and fire register using routine codescheck all children have returned from playgroundalert school office via email of any SEEMIS code discrepancies	Teaching Staff

In the School Office		
Time	Action	Person/s responsible
08.45 onwards	<ul style="list-style-type: none">pupils enter school through office recorded on SEEMIS	Clerical assistant/ Teaching staff
08.45 onwards	<ul style="list-style-type: none">absence codes to be entered on SEEMISrecord on Pastoral Notes used to information for any children being monitored/non-routine absences	Clerical assistant/ Teaching staff SLT/PSO record on SEEMIS pastoral notes as appropriate
09.00	<ul style="list-style-type: none">text message to be sent to the parents/carers of all children marked on SEEMIS as TBC	Clerical assistant/ School Administrator
09.10 onwards	<ul style="list-style-type: none">phone and email to be sent to the parents/carers/emergency contacts of all children marked as TBCrecorded on SEEMIS when absence clarifiedSLT to be informed of any child where there has been no contact from parents to explain absence	Clerical assistant/ School Administrator

By the School Leadership Team		
Time	Action	Person/s responsible
09.30 onwards	Risk assessments to be carried out for absent children and subsequent actions taken (see flowchart below)	DHT
11.00	Any missing children to be reported to HT	DHT

Unexplained absence procedures Flowchart

Where children are absent from school and no explanation has been given by parents/carers, the following procedure will be followed:



What should I do if my child is anxious or worried about going to school?

We believe your child has a right to an education and to be safe and happy at school. But sometimes children and young people can be anxious or worried about going to school for various reasons such as having a worry about their learning or friendships.

Sometimes parents let their child stay off school under these circumstances. Unfortunately this will not help find a solution. It's important to talk to the school if this kind of problem happens.

You should contact a member of staff at the school with any worry your child has which is affecting them getting to school.

Effects of low attendance

A missed school day is a lost opportunity for students to learn.

Teacher effectiveness is the strongest school-related determinant of student success, but chronic student absence reduces even the best teacher's ability to provide learning opportunities. Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance.

Research shows that:

Regular absence leads to underachievement because absence breaks the continuity of learning and pupils miss important work.

- On returning to school, poor attenders can often suffer a loss of confidence due to the fact that they are unable to understand the work.
- Children who are regularly absent can suffer from a lack of motivation
- Regular absence can affect children's enjoyment of learning
- Having regular days off can affect children's desire to attend school regularly
- Pupils who are often absent can have trouble making and keeping friends.
- Absence means they miss out on the social life of school and extra-curricular opportunities and experiences

What can you do?

- Take holiday outside school term dates
- Try to make non-emergency appointments out of school hours
- Ensure you have a good bedtime and morning routine in place
- Inform school of all absences as soon as possible

Attendance and why it makes a difference to your child's learning



Why is it important to attend school?

Our aim is to ensure that children leave school having achieved their full potential and are; successful learners, confident individuals, effective contributors and responsible citizens. In order to achieve this it is vital that children attend school. Below are some of the key reasons to attend school.

- To learn
- To have fun and make new friends
- To understand responsibility
- To experience new things in life
- To develop awareness of other cultures, religions, ethnicity and gender difference
- To achieve
- To gain qualifications
- To develop new skills
- To build confidence and self-esteem
- To grow as individuals.

When is it acceptable for my child to be off school?

We understand that there are some circumstances that arise that prevent your child from coming to school. Your child can be off school if:

- They are ill.
- They are attending a doctor or hospital appointment.
- They are going to a meeting about a Children's Hearing or court, or if they are going to a Children's Hearing, care review or court.
- If they are involved in an activity and the school agrees in advance.
- Someone close to your child has died.
- There is a crisis or serious difficulty at home or in your family.
- They are going to a religious ceremony or a wedding of someone very close to them.
- You are a Gypsy/Traveller family and while you go travelling you keep in touch with your child's teacher.
- Your family is returning to a country of origin for cultural reasons or to care for a relative.

As long as you have informed the school of the reason why your child is off, and the school is satisfied that this is a valid reason, these would be called authorised absences.

Everyday Counts!

100% Attendance	0 days of absence	Excellent	Gives your child the best chance of success and gets them off the a flying start
95% Attendance	9 days of absence 1 week and 4 days of learning missed	Satisfactory	
90% Attendance	19 days of absence 3 weeks and 4 days of learning missed	Poor	Less chance of success and make it harder to progress
85% Attendance	27 days of absence 5 weeks and 2 days of learning missed – almost half a term	Very Poor	Serious implications on learning and progress
80% Attendance	36 days of absence 7 weeks and 1 day of learning missed – half a term	Unacceptable	
75% Attendance	45 days of absence 9 weeks of learning missed – almost 1 term missed	Unacceptable	

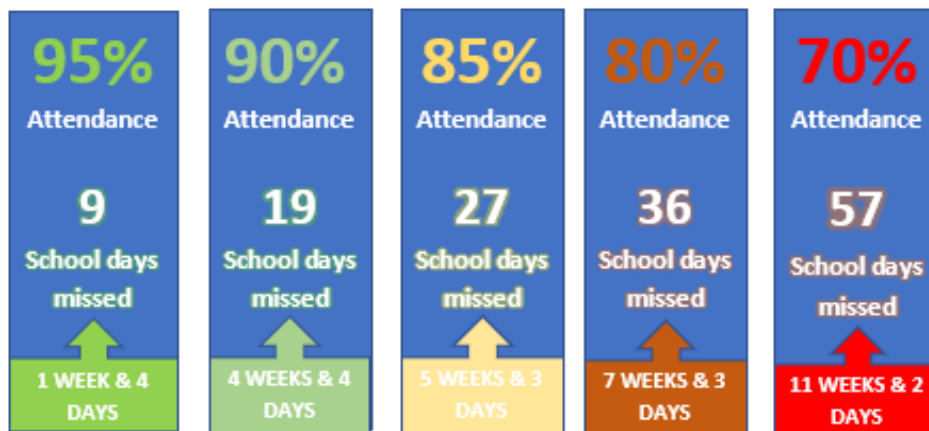
Broughton Learning Community Poster: Every day Counts



The Broughton Learning Community

Every day in school counts...

To learn and achieve • To experience new things • To develop new skills



Good time keeping in the Broughton community means...

...being in school, on time, every day, ready to learn.

190 school days in a calendar year...

...this means there are 175 days not in school available for things like appointments and holidays.

Did you know?

A two-week holiday in term time means that the highest attendance you can achieve is 94.7%.

Did you know?

If you are 15 minutes late each day you will have missed 2 full weeks of school in one year.

We belong here

Broughton High School | Granton Primary School | Ferryhill Primary School | Flora Stevenson's Primary School | Stockbridge Primary School