



Attendance Policy

As a community we grow

Barrhead High School

RAISE THE BARR



Barrhead High School Attendance Matters

*"Education is the most powerful weapon
which you can use to change the world."*

Nelson Mandela



UNCR Article 29:
*Education must develop every child's personality,
talents and abilities to the full.*



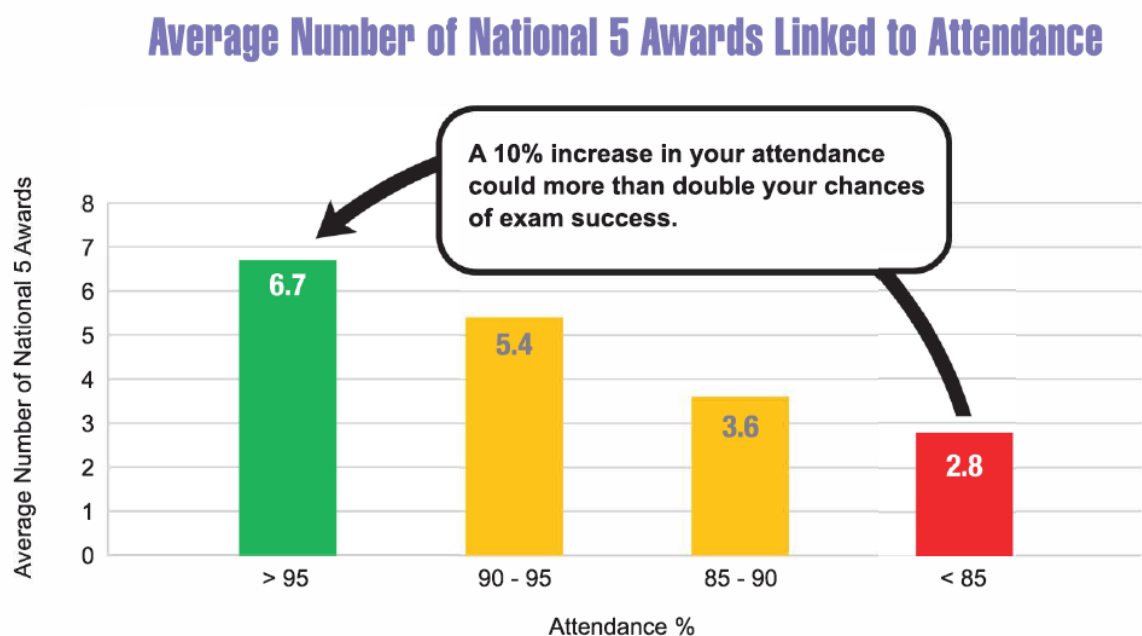


Attendance

Engagement in learning is vital if young people are to achieve their full potential. Attendance is fundamental to learner engagement, and a key predictor of achievement, attainment and positive wellbeing outcomes (Heyne et al., 2019). Promoting attendance is central to our aim in ensuring all young people are included, engaged and involved.

In Barrhead High School our core value of R.E.S.P.E.C.T is at the heart of our community. We value relationships and work together to develop resilient and thoughtful young people who are prepared for the future and ready to respond to the challenges of a rapidly changing world. We strive to remove barriers to learning while delivering an aspirational curriculum which *#raises the barr* for all. Maximum attendance at school allows young people to develop their knowledge, skills and talents for a world beyond school where they can make a positive contribution to society.

The graph below demonstrates the link between school attendance and academic success based on exam BHS S4 National 5 results for session 2018/19.





Why is school attendance important?

- The National Child Protection Guidance¹ stresses the importance of promoting good attendance at school as a protective measure for children that may be at risk.
- Every member of staff has a legal responsibility to accurately record the attendance and timekeeping of pupils.
- Full school attendance is more likely to lead to academic success.
- Academic success can open up exciting future pathways.
- Full school attendance will help develop a young person's relationships with their peers opening up opportunities to make friends and to be involved in clubs and activities.
- Full school attendance will help to develop a young person's relationship with their teachers, who they can trust to support them in reaching their full potential.
- Maximum school attendance is one of the key factors affecting a person's employability.

The table below demonstrates how quickly absence and late coming can build up over an academic session.

Attendance

Range	Attendance Aug - July	Actual Number of School Days Missed	Approximate Number of Lessons Missed
High	95%	9	59
Medium	90%	19	125
Low	85%	28	185
Very Low	80%	38	251
Exceptionally Low	75%	47	310
Serious Concerns	70%	57	376

¹ <https://www.gov.scot/publications/national-guidance-child-protection-scotland/>



Tracking and Monitoring of Attendance Data

Attendance data will be downloaded from Click & Go and shared with pastoral staff each month (Appendix 1: Attendance Data Download Dates).

Pastoral staff will analyse the data for their caseload and record any updates which will be shared with SLT. SLT will follow up any concerns with the relevant pastoral teacher.

Pastoral staff will aim to respond quickly to any attendance concerns to avoid escalation. The quicker we adapt and respond to absences, the more likely young people are to attend school. Each day of absence for a young person brings greater difficulty for their return, particularly when this escalates into weeks rather than days, or when patterns emerge.



Roles and Responsibilities

School should:

- Accurately record attendance and follow attendance procedures – see below.
- Discuss any attendance concerns with parents/carers and seek solutions.
- Seek advice and support from partner agencies where appropriate.

Parents should:

- Call or email the school office by 8.30am stating their child's name and stage and the reason for absence.
- Discuss any absence with their pastoral teacher or year head where there are concerns.
- Only permit absences for valid reasons; taking a full day for a short appointment or a birthday are **not** valid reasons.
- Discuss the important role education can play in enhancing future career pathways.

Learners should:

- Arrive on time for classes ready to learn.
- Seek permission from their pastoral teacher or year head if they need to leave.
- Only take time off from school if genuinely unwell or have a valid reason.
- Speak to their pastoral teacher if they require to be absent for any reason or have any concerns.

Teachers should:

- Be present at the start of each lesson to welcome learners.
- Ensure registration is accurately recorded on Click & Go and on paper at the start of each period.
- Send a paper register to the school office if they do not have access to Click & Go.
- Advise the Attendance PSA of any attendance discrepancies by calling Ext 2122 or emailing CarberryJ@barrhead.e-renfrew.sch.uk
- Update registers if a learner arrives late to class.

Attendance PSA & Office should:

- Record on Click & Go all calls regarding pupil absences.
- Collate daily attendance report and share with all teachers am and pm.
- Liaise with pastoral staff and classroom teachers to ensure attendance is accurate.
- Call home for all absences not accounted for.
- Ensure all absences are accurately recorded and coded on Click & Go.



Faculty Heads should:

- Link with staff to monitor engagement and progress of learners to ensure absence does not become a concern following a specific issue.
- Support faculty staff where the progress of a learner is being impacted by non-attendance.

Principal Teachers Pastoral should:

- Work to build trusting relationships with learners and their families.
- Monitor attendance daily and address any concerns with the learners.
- Help to resolve specific issues which might be impacting on attendance.
- Review attendance data to ensure any issues are being addressed, supports are in place and information is shared with year heads.
- Ensure the Attendance Support Stages are being followed, recorded and reviewed.
- Where necessary discuss bespoke plans with learners and their parents and agree review dates to monitor impact.

SLT should:

- Liaise with pastoral staff to monitor attendance and support where necessary.
- Work with pastoral staff to support and challenge learners and parents where non-attendance is an issue.



Morning and Afternoon Registration Processes





Attendance Support Stages

If a child does not arrive for school and no contact can be made with parent and you are concerned for the safety of the child you must ask the family liaison worker to conduct a home visit or call Request for Assistance. **If no contact has been made by 2 weeks speak to DHT re submitting a referral for Child Missing in Education.**

Stage 1

- Pupil is marked TBC.
- A text is sent period 2 by school office.
- If no response to text Attendance PSA will phone.
- Absence coded on Click & Go (*Appendix 2: Coding Absences*).

Stage 2

- There is a continued pattern of non-attendance rising to 5 days.
- Send Attendance Support Letter 1 with attendance summary attached (*Appendix 3a: Attendance Support Letter 1*).
- Arrange to meet pupil to discuss reasons and record targets (*Appendix 3b: Attendance Review - Pupil Meeting*).
- Refer to Examples of Support Interventions if required (*Appendix 3c: Examples of Interventions*).

Stage 3

- Continued pattern of non-attendance rising to 10 days.
- Send *Attendance Support Letter 2* with attendance summary attached. (*Appendix 4a: Attendance Support Letter 2*).
- Arrange to meet pupil and parent, discuss reasons, possible interventions and record targets (*Appendix 4b: Pupil Re-Engagement Form*).

Stage 4

- Continued pattern of absence rising to more than 10 days.
- Poor response from parent/carer to pastoral interventions.
- Send *Attendance Support Letter 3* with attendance summary attached (*Appendix 5: Attendance Support Letter 3*).
- Refer to JST to consider wider interventions/supports, e.g. FGDM, Children 1st.
- Meet parent with DHT and discuss next steps.

Stage 5

- Continued pattern of absence.
- Poor response from parent/carer to pastoral interventions.
- Send *Attendance Support Letter 4* with attendance summary attached (*Appendix 6a: Attendance Support Letter 4*).
- Discuss potential for SCRA referral at JST & social work; for referral guidance go to: <http://www.scra.gov.uk/wp-content/uploads/2016/03/Guidance-on-Referral-to-Reporter.pdf>



Working in Partnership with Parents

Families are [more] likely to encourage full attendance when they feel part of the school community and where school works alongside them as equal partners. Ensuring parents are supported and involved at every stage is key to supporting positive attendance. Where a situation has escalated to the point where parents are requested to meet, it is important to remember that the tone should be supportive, yet impactful.

Ensure parents understand:

- where in the support system they are
- the meeting is supportive
- the actions you decide are with the overall aim to improve their child's attendance
- the next steps in the support system

Always ask parents for their opinion

- what do they identify as the reasons why their child's attendance is too low?
- what actions have they taken to improve their child's attendance
- why the child feels their attendance is too low – include contributing factors

Look at the learners school day

- it may be useful to use reintegration to explore a standard school day for the learner
- discuss what they have to do to be prepared for the school day
- make sure they have a friend they are checking in with each day
- discuss any triggers / non-school related concerns which could impact their arrival at school
- consider the use of coping mechanisms at this stage for any barriers they face
- find an activity / club activity they enjoy as a potential hook in

Final steps

- schedule a review for the child and the parent
- identify small steps to success
- give small, tangible rewards / actions for when the success criteria are met
- make sure the child knows who to speak to if things start to go wrong



Late Support Strategies

Learners should not underestimate the importance of good time keeping; it is essential to remaining on track with learning and is an important aspect of preparing for the world of work. If a learner is persistently late take time to investigate the reasons why and put appropriate supports/interventions in place where possible.

The following table demonstrates the impact of persistent late coming and should be shared with learners and their parents as a tool to highlight the importance of arriving on time.

Impact of late coming over an academic session.

Range	When your child misses just...	Each week that is equal to...	Which over a year is...	From S1 to S6 this equates to...
Medium	10 mins per day	50 mins of learning	1 week	1.5 months of learning
High	20 mins per day	1 hour 40 mins of learning	2.5 weeks	4 months of learning
Exceptionally High	30 mins per day	2 hours 30 mins of learning	3.5 weeks	5 months of learning
Serious Concerns	40 mins per day	5 hours of learning	7 weeks	10 months of learning

At the end of each term a custom report will be downloaded from Click & Go to show each learner's late record, the report will include lates between lessons. The parents of those with 5+ late marks will receive a copy of their child's record via email with a message reinforcing the importance of arriving on time to class (*Appendix 7: Exemplar Late Email*).



Late Support Stages

Be aware that persistent late coming could be an indication of a safe guarding issue or could lead to a safe guarding issue.

Late 1

- Pupil arrives late to class.
- Class teacher records learner as late on Click & Go.

Late 2

- Pastoral staff receive monthly updates of caseload lates.
- Learners showing with repeated lates identified.
- Pastoral teacher meets with learner to discuss importance of arriving on time and identify potential barriers / solutions / interventions.

Late 3

- Continued pattern of lates exceeding 5+ in a term parent is issued with copy of late record with message re importance of arriving on time for classes.

Late 4

- Little improvement from Late 3
- Continued pattern of late.
- Pastoral teacher to call home to individuals to discuss persistent late coming and impact. Discuss potential barriers / solutions / interventions.

Late 5

- Little improvement from Late 4.
- Continued patterns of late coming.
- Poor response from parent/carer and learner to pastoral interventions. Consider reflection time.



Appendix 1:

Attendance Data Download Dates Session 22-23

Week	Mon	Tue	Wed	Thu	Fri
02	HOL	HOL	HOL	Attendance download	
9				Share with SLT	
16					
23					
30					
Feb 06				Attendance download	IS4
13	HOL	HOL		Share with SLT	
20					
27					
Mar 06				Attendance download	
13				Share with SLT	
20					
27					
Apr 03					
10					
17					
24					
May 01	HOL	IS5		Attendance download	
8				Share with SLT	
15					
22					HOL
29	HOL				
Jun 05				Attendance download	
12				Share with SLT	
19					



Appendix 2: Coding Absences

- If a young person requires to be absent from school due to a family holiday out with term time parents/carers are required to advise the school by email, letter or phone call. Only under exceptional circumstances will a family holiday be authorised during term time.
- If parents/carers request that their child be given permission to attend, for example, a training session, religious observance or an event not organised by the school the Head Teacher will evaluate the merit of each request on a case by case basis.

Code	Reason
!	Register Incomplete
?	Unable to match code
H	Holiday
C	Closed
#	Left/Future Date
-	Present
=	Part-time timetable (health related)
7	Refusal to Attend
A	Other authorised absence
B	Sickness with educational provision
C	Closed, e.g. election
D	Self-Certified
E	Authorised Parental Holiday
F	Medically Certified
G	Parental Holiday
H	Holiday
I	In-Service
J	Late (arrives before mid-opening)
K	Late (arrives after mid-opening)
M	Missing
N	Other unauthorised absence
O	Other Attendance out of school
P	Medical or Dental Appointment
Q	Exceptional Domestic Circumstances (authorised)
R	Exceptional Domestic Circumstances



S	Study Leave
T	To be Confirmed
U	Truancy or Unexplained Absence
V	School Visit
W	Work Experience
X	Exclusion
Y	Part-Time timetable (exclusion related)
Z	Extended leave with parental consent
~	In school but not in class



Appendix 3a: Attendance Support Letter 1

Dear Parent/Carer,

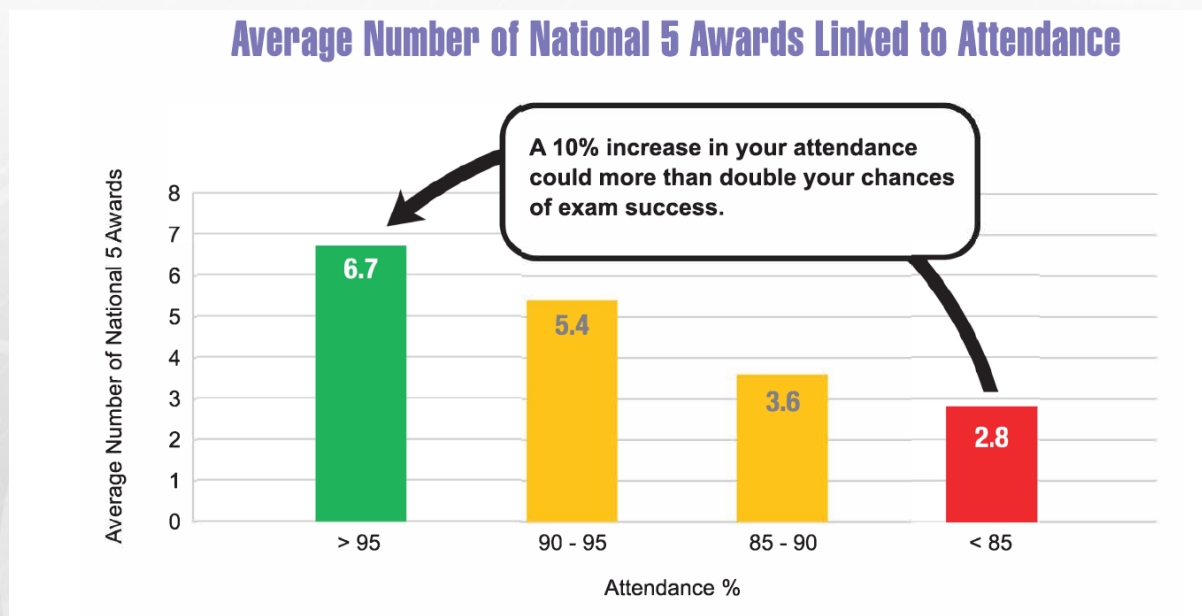
Staff in Barrhead High School work very hard to ensure **X** receives a high quality educational experience which offers challenge and enjoyment to prepare them for the world of work. Regular attendance at school is not only a legal requirement but also necessary if a child is to fulfil their academic potential. The graph below helps demonstrate the impact of attendance on attainment.

I would like to take this opportunity to draw your attention to **X's** attendance to date as shown on the attached print-out. I know you will be keen to work with us to improve your child's attendance. If there are circumstances affecting **X's** ability to attend school which we should be made aware of, do not hesitate to get in touch. Similarly, please call us if you would like to discuss support strategies.

I hope that by working together we will see an improvement in **X's** attendance which will help **X** reach their academic potential and better prepare them for the world of work.

Yours faithfully,

L. Potter (DHT Pupil Support)





Appendix 3b: Attendance Review – Pupil Meeting

Name:	Class:	Date:
Current % Attendance/Openings missed:	Number of late marks :	
Attendance Target:	Review Date:	

What do you like about school? (rank subjects)
What would make school better for you?
What do you need to improve or maintain your attendance?
To improve my attendance to the agreed target I will need to: 1. 2. 3.
Agreed actions for the school:
Views of the parent:

Pupil Signature



Appendix 3c: Examples of Interventions

Universal Support	Targeted Support Level One	Targeted Support Level Two (Referral to JST)	Targeted Support Level Three
Adapted Curriculum / Reduced Timetable	ASIST training leading to targetted support	ASIST training leading to targetted support	High Intensity or Involuntary CAMHS Work Support
Anger Management Training	Highly Differentiated Curriculum	Behaviour Outreach Support	High Intensity or Involuntary Social Work Support
Anti Bullying Practices	Intensive Nurturing Approaches	CAMHS Consultation / Assessment / Intervention	
Assertiveness Training	Intensive Pastoral Support	Communication Outreach Support	
Bounceback Programme	Intensive Restorative Approaches	Educational Psychology Consultation / Assessment / Intervention	
Class and Whole School Nurturing Practices	School Attendance Procedures (Letter Two)	Referral to Health Professionals or Significant Health Concern	
Confidence Group	Targeted Groupwork (Self Harm, Anger, etc.)	Referrals to the Children's Reporter	
Exam Stress, Anxiety Group	Temporary / Time Limited Home Tuition	School Attendance Procedures (Letter Three - Referral to the Reporter)	
Extra Curricular Engagement	Family Liaison Worker	Social Work Consultation / Assessment / Intervention	
Friendship Group		Specific School Attendance Procedures	
Health and Wellbeing Group		Substance Misuse Individual / Groupwork Support	
Healthy Eating Programmes		Therapeutic Intervention (Educational Psychology, ERYC, CAMHS)	
Individualised Disciplinary Procedures		Voluntary Low Intensity Social Work Support	
Initial application of ASIST training		Healthier Minds Referral	
Kit Bag		CLD Individual Support	
Living Life to the Full			
Local Area Coordinators			
Mental Health 1st Aid			
Mindfulness			
Parent Led Workshops			
Pastoral Support			
Peer Support Strategies			
Positive Destination Procedures			
Positive Psychology			
PSHE			
Resilience Group			
Restorative Practices			
Rights Respecting School Activities			
School Attendance Procedures (Letter One)			
School Behaviour Policy			
Seasons for Growth			
Sexual Health Groupwork			
Short Term School Nurse Intervention			
Short-Term Enhanced Pastoral Support			
Social Skills Group			
Solution Oriented Approaches			
Sound Sleep (Sleep Scotland) Support			
Staff Mentor or Supporter			
Transitions Programme(s)			
Vocational Experiences			
Walk & Talk			
Young Carers			
Young Person's Services			



Appendix 4a: Attendance Support Letter 2

Dear Parent/Carer,

We are keen to support **X's** attendance at school and to this end I would like to invite you and **X** to attend a meeting on **DATE/TIME** to explore supports which might be available to help **X** improve **their** attendance.

Despite previous communication regarding **X's** attendance, I am concerned there has still been no significant improvement (see attached print out). **X's** attendance is currently **X%**.

I hope that by working together we will see an improvement in **X's** attendance which will help **X** reach their academic potential and better prepare them for the world of work.

I look forward to meeting with you.

Yours faithfully,

L. Potter (DHT Pupil Support)

Arrangements for Meeting

Date:

Time:

Venue: Please report to school reception.



Appendix 4b: Pupil Re-Engagement Plan

Name	Stage	Date of plan

Major/minor concerns in school

Concern	Solution

First day provision

The night before	What needs to be done to prepare for the day ahead?
On my arrival	Who will meet me? Where shall I go? What time?
First lesson (s)	Include lessons/1:1 provision/group work/specialist learning area
Break time	What shall I do during social time? Where shall I go? Arranged to meet a friend/key member of staff?
Lesson (s)	Include lessons/1:1 provision/group work/specialist learning area
Lunch time	What shall I do during social time? Where shall I go? Arranged to meet a friend/key member of staff?
Lesson (s)	Include lessons/1:1 provision/group work/specialist learning area
After school	Who is picking me up? Shall I go to see a key member of staff first?



Agreed actions

1:

2:

3:

4:

5:

Agreed roles:

Child	
Parent	
School	

How do I track my success?

- ☐ Traffic light system to show teachers what I understand
- ☐ Journal to write down my thoughts
- ☐ Time out card
- ☐ Other

When will my reviews take place?

Child/parent review	Child/teacher review	Team around the child review

Success criteria:

In _____ day we would like to see _____

In _____ days we would like to see _____

In _____ weeks we would like to see _____

A copy of this plan should be shared with the learner and their parent



Appendix 5: Attendance Support Letter 3

Dear Parent/Carer,

As a school we strive to ensure all young people reach their full potential in preparation for the world of work, however, in order for them to achieve their full potential they require to attend school.

Despite our previous communication X's attendance continues to cause concern. X's attendance is currently __. Please see attached printout.

We very much want to ensure X is safe and happy and we want to work with you and X to get it right for them. To this end I have asked our Family Support Worker, to make contact with you to help support X's return to school.

If there is no improvement in X's attendance the school will have no option but to refer this matter to the Scottish Children's Reporter Administration (Children's Panel) for Social Work to undertake a full assessment of X's needs. I hope this might be avoided by us working together to get it right for X.



Appendix 6: Attendance Support Letter 4

SCHOOL ATTENDANCE WARNING

I refer to the school's last communication in which you were advised of X's unsatisfactory attendance record. Despite this, your child's attendance continues to give cause for concern (see attached print out) and no reasonable excuse, as defined in Section 42 of the Education (Scotland) Act 1980, has been given for the absence.

SECTION 30, EDUCATION (SCOTLAND) ACT 1980 outlines the parental duty to provide efficient education for a child, suitable to his/her age, ability and aptitude, by causing him/her to attend school regularly.

SECTION 35 of the Act states that **a parent or carer is guilty of an offence if a child fails, without reasonable excuse, to attend school regularly.**

As a school, our main concern is for the wellbeing and education of every young person. With this in mind, I write to advise that we may have no option but to refer our concerns regarding your child's poor attendance to the Children's Hearing System. Criteria for referral to the reporter are noted below:

- (a) The child is in need of protection, guidance, treatment or control; and
- (b) It might be necessary for a Compulsory Supervision Order to be made in relation to the child.

The local authority **must** refer a child when the criteria apply. This is not a decision we take lightly and we would rather work with you to address any barriers your child may be experiencing which is preventing them from attending school.

I would urge you to call your child's pastoral teacher to discuss otherwise we will have no option but to share our concerns with social work which could potentially lead to a referral to the Children's Hearing System.

Yours faithfully,

Mrs F. Johnston
Head Teacher

Appendix 7: Exemplar Late Email



Dear Parent/Carer,

Please find attached a copy of your child's attendance report for last term (24th Oct and 23rd Dec) which also includes a summary of the occasions when they have been late. Last term your child was late on 5 occasions or more (*N.B. some of these may be between classes*).

As a school we work hard to encourage young people to arrive on time, however, increasingly lessons are being disrupted as learners arrive late - often without reason. Not only is your child missing valuable education; this is having a detrimental impact on teaching and learning for others as it interrupts the flow of the lesson.

When a young person does not arrive on time for class it also means time is taken up by staff trying to locate them to ensure they are safe. It is important pupils take responsibility for getting to lessons on time. We would be extremely grateful if you could impress upon your child the importance of arriving on time for all lessons.

If you have any queries regarding the attached please contact your child's pastoral teacher.

Understanding the Report

- Days of the week are shown across the top
- The start date of each week is shown down the left side.
- Each period of the day is shown by a dash, e.g. there are 7 dashes on a Monday, Tuesday and Thursday because we have 7 periods on these days but only 6 on a Wednesday and Friday. If the dash has been replaced by a J this means your child has been late for class.
- The legend across the top explains all other codes.