

AMBITION

Maximising Attendance Policy

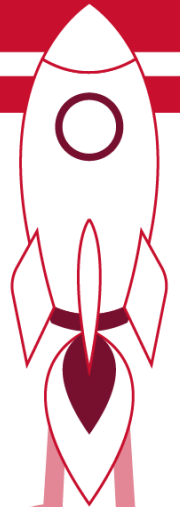
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Perth Grammar School

With Pride ◦ We Respect ◦ With Ambition ◦ We Strive



Maximising Attendance in School

Supporting young people to maximise their school attendance is a priority at Perth Grammar School (PGS). The importance of high rates of attendance are well established in supporting young people to achieve their potential in school and have the best outcomes beyond school. As a *Rights Respecting School*, we are committed to supporting young people to access their right to an education by attending school¹. Our school value of *Pride* emphasises that young people belong at PGS, and we therefore support young people to have very good attendance in school.

The national policy landscape continues to increasingly emphasise the importance of wellbeing and relationships in shaping positive outcomes for young people. Through approaches under our *Relationships for Respect* programme, young people are supported in school to have positive and productive relationships with their peers and the adults who support them in school. The staff at Perth Grammar School are committed to effective learning and teaching, as illustrated by our school's PGS5 Programme. All of this helps to maintain an environment where young people are encouraged and motivated to attend school.

The Perth Grammar School Attendance Policy is derived from several sources:

- [Perth & Kinross Attendance Policy](#);
- [Scottish Government Policy](#);
- [Legislation](#).

Strands of our attendance strategy:

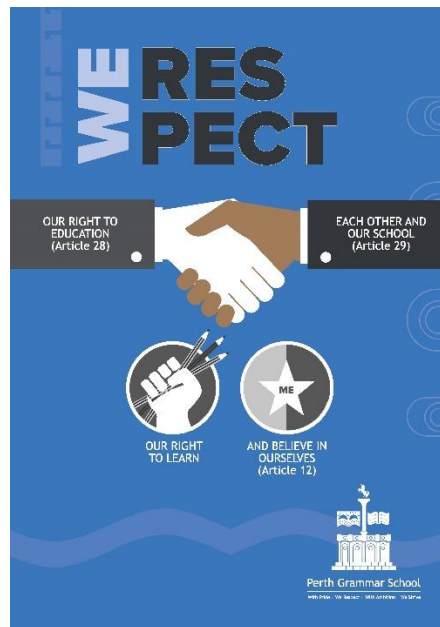
- Partnership working to support improvements in attendance;
- Proactive measures to promote positive attendance;
- Raising the importance of attendance and educating stakeholders about importance of attendance and impact of absence;
- Responding quickly to issues which could possibly develop and impact on attendance;
- Follow up on absence;
- Support reintegration into learning on returning from absence.

¹ Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

Proactive Approaches to Maximise Attendance

Perth Grammar School recognises that good attendance occurs when young people enjoy and are excited about coming to school. School staff are committed to creating an environment that is conducive to high levels of attendance. Measures include:

- A positive ethos and culture;
- Ensuring pupils are included and engaged;
- Reviewing and improving anti-bullying measures;
- Supporting young people through nurturing approaches;
- Addressing barriers to learning and participation, taking into account the needs of all young people;
- High quality learning and teaching;
- Promoting positive relationships among young people;
- Celebration of pupil contributions and accomplishments;
- A clear focus on our school-values of **Pride**, **Respect** and **Ambition**.



School staff contribute towards raising awareness of the importance of attendance and the impact of absence by:

- Raising the profile of attendance and absence within school communities and in school documents such as the school handbook and through platforms such as the school website and social media platforms - Instagram and X;
- Displays within the school environment;
- Recognising a positive pattern of attendance in an appropriate and sensitive manner, such as through communication with home.

Whole School Digital Platforms

[School Website](#)

[Instagram](#)

[X](#)

Home-School Communication

Perth Grammar School strives to communicate frequently with parents using a range of methods, such as Groupcall messaging, the school website and social media accounts. When parents wish to speak to a member of staff, about any aspect of their young person's education, including attendance, progress and engagement, this communication should usually go through their young person's House Team. The House Teams consist of a Principal Teacher (PT) of Guidance, Pupil Care and Welfare Officer (PCWO) and Depute Headteacher (DHT).

[House Teams Contact Details](#)

Parents/carers have a key role to play in promoting and supporting regular attendance of their young person in school and Perth Grammar School staff are committed to working in partnership to ensure there is good communication about any issues relating to attendance. In the case of pupil absence from school, parents/carers are requested to contact the school by sending an email, text message or telephone call. Parents/carers are asked to provide a reason for this absence so that this can be accurately recorded.

If a young person does not attend school, the absence will be checked against details of contacts made by parents/carers, including expected date of return to school. If a parent has not advised the school their young person will be absent, then it must be assumed that they are unaware of the absence and that the pupil is either missing or absent without parental awareness. This must be recorded as unauthorised absence until an explanation is received by the school.

If a young person returns to school, but a pattern of absence is noted, then school staff are committed to continuing to work alongside parents to resolve any issues, based on a positive and trusting relationships between the home and school.

Roles and Responsibilities

Parent/Carer

- Ensure young person attends school;
- Contact the school to advise of any planned absences;
- Ensure contact details are up to date;
- Respond to attendance letters/ text messages/ phone calls from school staff;
- Attend scheduled meetings to support attendance and engagement in school.

Young Person

- Attend timetabled classes;
- Engage in learning tasks in school and at home;

- Engage in discussions and support with school staff to resolve any attendance difficulties;
- Commit to continuing learning during periods of unavoidable absence.

Class Teacher

- Lesson Registration – register to be completed after 5 minutes: any pupil not in class must be marked as TBC (unless a code has been pre-populated);
- Any pupil late to class must be marked as late: Periods 1 and 6 mark as 'Lreg' (Late to Registration); all other periods mark as 'LTC' (Late to Class) on SEEMiS;
- Contact PCWO if young person leaves class/faculty and does not return (usually after 5 minutes, depending on circumstances);
- Ensure registers are updated by the end of the period with any changes;
- Provide list to PCWO team of pupils attending school trip day before; completed register on day of trip;
- Liaise with Principal Teacher of Curriculum, Principal Teacher Guidance and/or other Learner Support staff to support young people to improve their attendance in faculty;
- Support young people who are engaging with learning remotely by communicating via Teams and/or Glow;
- Tutor Time and PSE Teachers – lead inputs with young people in class about the importance of maximising attendance;
- Supportive conversations with young people about how to help them reintegrate to class following an absence.

Principal Teacher Curriculum

- Advising PT Guidance, PCWO and office staff of changes to class lists;
- Discussion with class teachers regarding pupil attendance;
- Follow up incomplete registers within faculty;
- Follow up pupil absence from classes in faculty;
- Follow up pupil late-coming to classes in faculty.

Principal Teacher of Guidance / Support

- Receive referrals from PCWO Team for support regarding issues with pupil attendance;
- Attendance monitored at House Team meetings;
- Attendance monitoring: less than 92%, 85%, 80%, 75% and below;
- Enhanced monitoring of target groups;
- Communicating part-time timetables to PCWO team;
- Inform PCWOs to amend TBCs;
- Advise re Letters to be sent with PCWO staff;
- Monitor attendance of pupils still on roll attending college;
- Follow process of Staged Intervention, co-ordinating in-school supports and partner agencies where appropriate;
- Record interventions;

- Track, monitor and evaluate the success of interventions utilised;
- Use professional judgement to communicate information about positive and improving attendance to parents/carers and pupils;
- Identify young people requiring additional monitoring and support;
- Keep school staff updated with supports, plans and adapted timetables for individual young people.

Senior Leadership Team (SLT)

- Receive referrals from PTs Guidance for support regarding issues with pupil attendance;
- Attendance monitored at House Team meetings;
- Actions to improve attendance of young people, as part of Staged Intervention approach;
- Checking pupil late coming at key transitions in the school day (the beginning of the school day, end of break, end of lunch);
- Provide information for parents within the School Handbook about attendance policy and procedures, pupil wellbeing and pupil safety;
- Ensure school staff understand and implement the policy and procedures provided to maximise inclusion and manage positive re-engagement following periods of absence.

Pupil Care and Welfare Officers (PCWOs)

- Produce Attendance Notification texts and letter;
- Liaise with PT Guidance regarding letters to be sent;
- Amend backdated TBCs as advised by Support for Pupils staff;
- Produce daily absence report;
- Produce daily anomaly report;
- Update SEEMIS to reflect late arrivals;
- Following up incomplete registers: send message to teachers and PTs 15 minutes into a lesson;
- Follow up period discrepancies;
- Each Friday, send list of young people with outstanding unexplained absences to PTs Guidance;
- Update SEEMIS record of pupils attending a school trip;
- Inputting notes;
- Enter pupil appointments (e.g. counselling or 1-2-1 support in school; medical appointment out of school);
- Updating SEEMIS with amendments;
- Inputting details of part-time timetables, including: 1. planned patterns; 2. Custom tab information;
- Inputting college periods/work experience/ vocational courses etc.;
- Amend attendance for pupils attending groups within school;
- Monitor/ update attendance of pupils still on roll attending college;

- Checking pupil late coming at key transitions in the school day (the beginning of the school day, end of break, end of lunch);
- Circulate public areas of the school at transition points between periods to support young people who are having difficulties with attendance;
- First point of contact for parents and young people experiencing attendance issues;
- Direct support for young person, focusing on their attendance rate and barriers to attendance.

Whole School Attendance Lead (DHT Support)

- Lead whole-school attendance strategy;
- Lead on attendance within Learner Support;
- Review missing register information;
- Develop effective use of SEEMiS and tracking and monitoring procedures for recording and analysing attendance;
- Produce weekly attendance data to share with PTs Guidance and SLT;
- Provide regular analysis of attendance trends;
- Develop whole-school and target-group interventions to support improved attendance of cohorts of young people;
- Ongoing evaluation and quality assurance of processes and procedures;
- Evaluation of whole-school policy.

Managing Absences

Authorised Absence

Schools are permitted to authorise absence when satisfied by the reason provided. Requests for authorised absence are usually made by the parent (via a note, email or phone call), are self-certified or sometimes may be provided by another service provider.

Reasons for authorised absence can include:

- Illness where no learning provision is made (including ongoing mental health concerns);
- Medical and dental appointments to be recorded in separate category;
- Meetings prior to, and during court appearances and other legal processes;
- Attendance at a Children's Hearing, Care Review or appointment with another service provider, e.g. social worker;
- Religious observance;
- Bereavement;
- Weddings or funerals or close friends and family;
- Arranged in relation to young people in Gypsy/Traveller families;

- Participation in non-school debates, sports, musical or drama activities, agreed by the school;
- Lack of transport – including due to bad weather;
- Family recovery from exceptional domestic circumstances or trauma;
- Period of exclusion to be recorded in separate category;
- Extended leave with parental consent including some young carer activities.

Unauthorised Absence

Schools are required to record absence as unauthorised when it is perceived that there is no valid reason for the absence provided. Such absence can include:

- Absence with parental awareness in specific circumstances;
- Family holiday during term time;
- Occasional absence without parental awareness;
- Long term absence – school related issues;
- Longer term absence – home and wider community;
- Absence relating to substance and alcohol misuse.

Reintegration to Learning and Returning from Absence

- Pastoral Support and Support for Pupils staff maintain contact with young people and families affected by long term absence;
- Child-centred planning;
- Phased return, by following a gradually increasing timetable.

Staged Intervention

Many issues relating to absence in school can be dealt with quickly and promptly by using in-school supports and by ensuring that there are positive relationships in place to support young people and their families. However, there may be occasions when absence from school becomes a more significant cause for concern. Staged intervention processes in Perth Grammar School include:

- High quality pastoral care systems for early response to absence and signs of difficulty;
- Effective approaches for assessment and planning for additional support needs to address any barriers to learning that might be impacting on attendance;
- Creating a Young Person's Plan which clearly outlines the supports and structures that require to be in place to support any wellbeing or additional support needs;
- Consideration of flexible pathways to include and engage pupils in their learning;

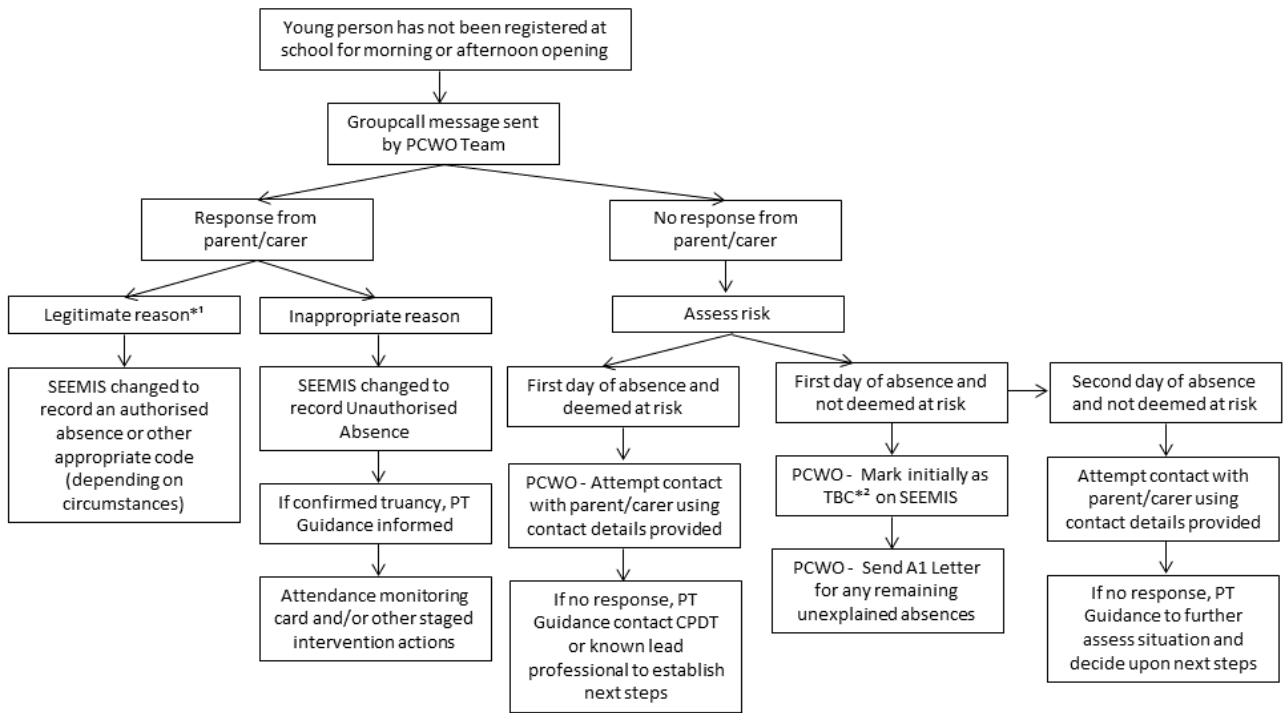
- Collaboration with a range of agencies through partner agency planning processes;
- Referral to the local authority attendance subcommittee;
- Recourse to measures for compulsory compliance by parents of young people, through attendance orders or referral to the Scottish Children's Reporter Administration (SCRA).

Stage 1: Universal Support	Stage 2: Additional Support
85% to 100%	Below 85%
<p>Attendance falls below the expected levels:</p> <ul style="list-style-type: none"> • Group call & A1 letter for any unexplained attendance. • A2 letter for all attendance below 97% in primary and 92% in secondary. • House Team monitoring. • Utilise Staged Intervention Framework. 	<p>Attendance falls below 85% for the first time:</p> <ul style="list-style-type: none"> • Group call & A3 letter • Utilise Staged Intervention Framework. • CYPP to be opened to assess and identify key barriers to attendance and learning. • Consider required involvement from other agencies. • House Team monitoring. • Continued communication with home

Stage 3: Enhanced Support	Stage 4: Intensive Support
Below 70%	Below 50%
<p>Attendance falls below 70% for the first time:</p> <ul style="list-style-type: none"> • A4 Letter. • Utilise Staged Intervention Framework. • Refer to ITM. • Specific timescale and outcomes being set to improve attendance. • 6 weekly review of CYPP. • Seek support from other agencies, where appropriate • House Team monitoring. • Consideration of a referral to the Attendance Sub Committee (letter A5 and AD1). • Continued communication with home: • Recognition for improvements via group call. 	<p>Attendance falls below 50% for the first time:</p> <ul style="list-style-type: none"> • Utilise Staged Intervention Framework. • Refer to ITM to seek wider supports and monthly review at a multiagency level. • Consideration of a referral to SCRA (letter CR1). • Wellbeing and welfare checks on a weekly basis (ensuring there is sight of the young person). • Consideration of referral to SEBA (Socially and Emotionally Based Absence)- a current pilot supporting identified young people whose attendance has fallen below 20%.

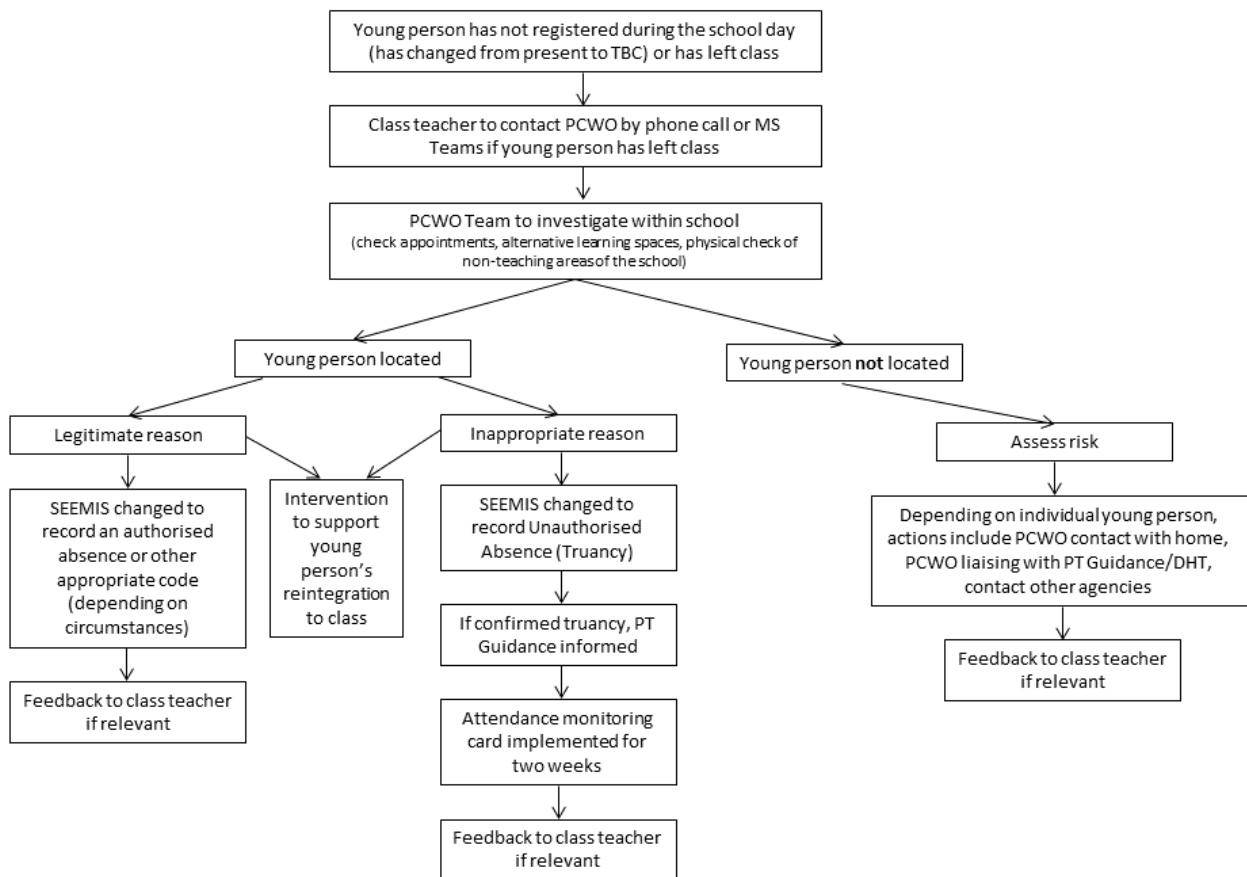
Processes and Procedures

Pupil Absence at Opening



*1 Examples of legitimate reasons included within policy.
 *2 If no reason after two weeks, TBC to be changed to UNA.

Pupil Absence During School Day



Policy Review

This policy will be kept under review, with a formal review within two years from the date of publication.