



# CRAMOND ATTENDANCE & ENGAGEMENT POLICY

Included, involved & engaged.

*Vision & Values*

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

ARTICLE 28 – The United Nations Convention on the Rights of the Child

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## OUR SCHOOL VISION & AIMS

### OUR SCHOOL VISION:

At Cramond Primary we are committed to ensuring behaviour is understood as a form of communication.

We recognise that positive attendance levels, promotes excellent learning and supports our learners towards achieving this. Our policy has been created with the views of staff and learners.

### OUR SCHOOL AIMS:

- ✓ To promote positive attendance patterns for all learners.
- ✓ To work in partnership with all parent/carers in order to remove any barriers to attendance for our learners.
- ✓ At Cramond, we know our learners and their families well. We use a variety of individualised supports to ensure learners maximise their attendance. Supports are regularly reviewed and their impact closely monitored as part of the CPM process.
- ✓ To continue to promote our school and learning community attendance ladder and raise awareness of the impact on learning, engagement, and relationships.
- ✓ To continue to reinforce the council policy, that wherever possible, holidays should not be taken within term time and all school absences should be kept to a minimum.
- ✓ To work with the learning community to establish a shared approach to promoting positive attendance.
  
- ✓ To analyse attendance data regularly to inform future policy and practice.
- ✓ To work closely with and make full use of the support from the wider community including the Education Welfare Officer (EWO) and multi-agency teams within the GIRFEC procedures. Cramond understands that there can be additional reasons for a child's non-attendance at school, as set out in *Attendance & Absence Procedures – City of Edinburgh Council (2020) – Section 9 'Identifying and addressing barriers to attendance'*.

### OUR POLICY IN CONTEXT

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:

- *Attendance & Absence Procedures – City of Edinburgh Council (2020)*
- *Included, Engaged and Involved Part 1: Promoting and Managing School Attendance – The Scottish Government (2019)*
- *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)*
- *Relationships for Learning Policy (Cramond Primary 2022)*

## OVERVIEW

Regular attendance at school is essential to promote the continuous education of all our pupils. In Edinburgh every child or young person irrespective of identity, background or ability is part of a resilient and positive learning community where they feel:

- ❖ We belong
- ❖ We contribute
- ❖ We learn
- ❖ We are supported and we help others
- ❖ & CramondCares

The purpose of this policy is to promote a positive ethos and culture across our school to continue to develop positive relationships, positive behaviour and successful learners. Within this policy, we provide clear guidance as to the procedures we follow at Cramond Primary when promoting attendance in school.

At Cramond 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. Here is how we all have a role to play:

Our Role(s)	Our Responsibility
<b>All Our Staff</b>	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. Highlight any attendance concerns with SLT (see yellow sheet guidance).
<b>Our School Admin / Our Office Staff</b>	Warmly welcoming our pupils when arriving late, sympathetically asking for a reason, if appropriate to see if any support is needed. Inform SLT of any concerns. Communicating with families to confirm the whereabouts of pupils as part of completion of the daily registration processes. Updating SEEMIS with TBC / Medical / Absence information Follow up phone calls or emails to identified parents and update registers as required. This will be done by 9.30am each school day. Inform class-based staff of reasons (see yellow sheet).
<b>Class Teachers/NCCT teachers/Support for Learning Teachers</b>	Accurately recording pupil absence and late-coming on registers by 9.00am each morning and after lunch (staggered lunch times – should be completed within first 5 minutes of returning into classroom). Having learner voice centre of learning and ensure pupils have the opportunity to talk privately if they wish to. Discussing attendance with parents and carers, where appropriate, in relation to progress in learning. Inform school SLT of any patterns of attendance or late-coming.

<b>PSO</b>	<p>Offer individualised support for pupils and families where required. Be aware of external factors that could be impacting attendance. Work closely with SLT and engage as part of any supports that need to be put in place.</p> <p>Gather learner views (see separate document)</p>
<b>Senior Leadership Team</b>	<p>Sharing the importance of good attendance regularly with parents in school updates, school website, school app, CPSC meetings and social media.</p> <p>HT, DHT and PSO meet monthly to run attendance report (90% and below) discuss any learners below 85% and action supports that may be required.</p> <p>Email class teachers regarding any learners who have 90% or less, attendance. Class teachers to provide update/reasons if possible.</p> <p>Send letter to families below 90% attendance (log on Pastoral notes) Constructively inform, communicate and discuss with families about the reasons for absence or late coming and how the school and partner agencies may be able to help them.</p> <p>PSO support is actioned if/when appropriate. Gather learner views.</p> <p>If attendance drops below 85%, discuss with families. Assessment of Need Meeting/Child Planning Meeting to be held. Referral to EWO service to be actioned (as per attendance procedure flowchart).</p> <p>Further discuss of recommended supports to be implemented.</p>
<b>Pupil Assistants</b>	<p>Ensure learner voice is at the heart of activities, particularly to support those with poorer attendance.</p> <p>Celebrate the successes and the ability to overcome challenges in activities.</p> <p>Offer regular check ins/meet and greet in the morning to promote positive attendance.</p> <p>To inform class teachers and SLT of regular late-comers.</p>

#### WHAT IS REASONABLY EXPECTED OF OUR PARENTS AND CARERS?

- To keep their child's absences to a minimum.
- To offer a reason for any period of absence, preferably before the absence or on the first day of absence (via school app and/or telephone call).
- To ensure that their child arrives on time.
- A reason should be offered for any lateness and appropriate and proportionate support accepted when this is an issue.
- To work closely with the school to resolve any issues that may impede a child's attendance
- To be aware of the curriculum requirements and be especially vigilant with regards to how sporadic attendance can affect a child's progress.
- To support their child and recognise their successes and achievements.
- To keep the school updated should contact numbers or address details change.
- Parents and carers are asked to contact the school office on the first morning by phone or school app.

## WHAT IS EXPECTED OF US, AS A SCHOOL BY OUR LOCAL AUTHORITY:

- To give a high priority to punctuality and attendance.
- To continue to develop procedures that enable our school to identify, follow up and record authorised and unauthorised absence, patterns of absence with effective monitoring and intervention.
- To consistently record absence within the guidance of *The Education (Scotland Act (2016))* and City of Edinburgh Council procedures.
- To continue to use a range of strategies to follow up intermittent and long-term absenteeism and promote good attendance.
- To encourage supportive and constructive communication between home and school.
- To follow CRP flowchart
- Support children in why they are experiencing difficulty in attending school, offer tailored and individualised support to help improve attendance.
- Through the school's *Relationships for Learning Policy*, promote an ethos of inclusion and equality where all behaviour is understood as a form of communication.

## EXAMPLES AND DEFINITIONS OF ABSENCE

Full definitions of the main definitions of absence and their recording are included in the *Attendance & Absence Procedures – City of Edinburgh Council (2020)* – Pages 7 – 10.

These should be referred to if staff are unsure what code to use to register a child's absence as during registration. A full breakdown of these codes is contained within the same above policy.

## LATENESS

**School starts at 8.40am for learners in Primary 3 – 7.**

**School starts at 8.50am for pupils in Primary 1 and 2.**

Lateness is classed as any child arriving inside their classroom after the register has been taken.

The school register closes and is recorded on SEEMIS from 9.00 am. Follow up attendance calls will be completed by the school office by 9.30am each school day.

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 the lateness is persistent, then the school will seek to meet or speak with parents and carers to discuss our concerns. Cases of persistent lateness may result in a referral to the Education Welfare Officer.

## THE ROLE OF THE EDUCATION WELFARE OFFICER (EWO) & SERVICE

The Education Welfare Service aim to improve the attendance of all our children. There are 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.

## PERSISTENT ABSENCES

A child who has an attendance figure of 85% or below is classed as a persistent absentee, an AON or CPM meeting will be arranged, and the learner will be referred to the EWO. Parent/carers are informed of the referral being made.

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 (see letter template appendix). 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

*The City of Edinburgh Absence & Attendance Procedure* asks schools to consider the following:

- ❖ How will the effectiveness of the strategies used be evaluated?
- ❖ When will the monitoring and evaluation take place?
- ❖ Who will be involved and how will they contribute?

The school manages daily absences and SEEMIS absence recording. The school screens and monitors persistent attendance and late-coming using an EXCEL tracker with data extracted from SEEMiS.

The school's Head Teacher meets with the DHT and PSO on a monthly basis and those children identified as below 90% are discussed. Agreements on monitoring, supports and interventions are put in place, where required. See flow chart.

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 90%. The HT and DHT can check individual attendance summaries.

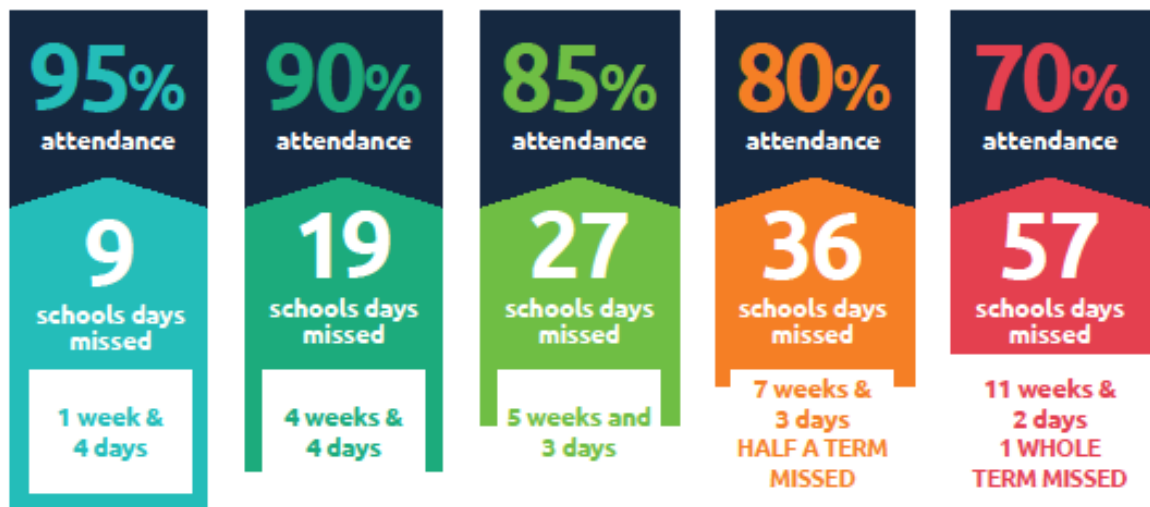
Template letters are then sent out to the families of those children who have been identified and a record of these and any parental responses are kept. These template letters are noted in Appendices 3,4 and 5 of this policy below.

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, where required to

# The Royal High School

## Learning community

### Every day in school counts...



### and every minute counts...

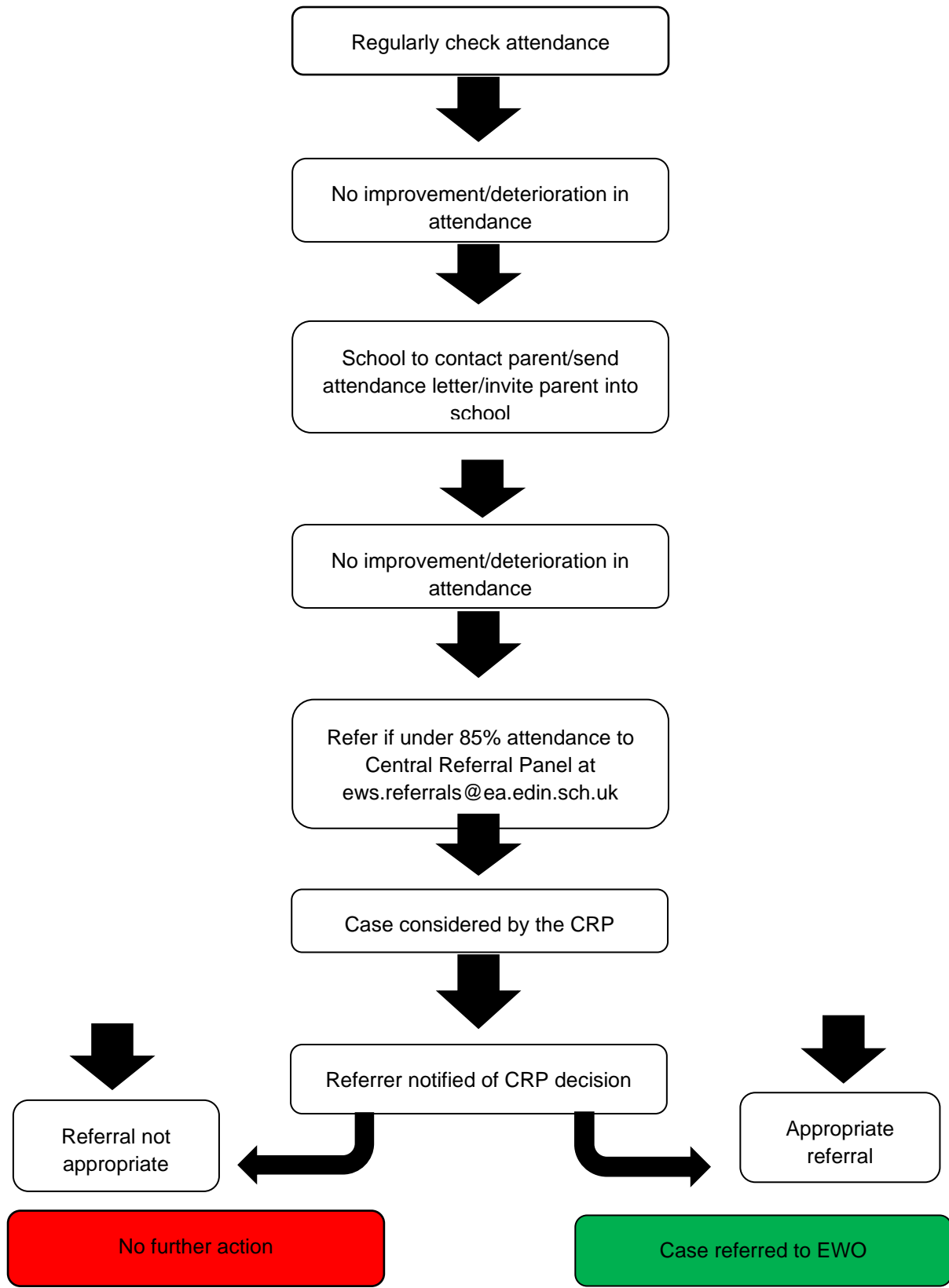


### We belong here



EDUCATION WELFARE SERVICE – CENTRAL REFERRAL SYSTEM

Procedure for School Staff



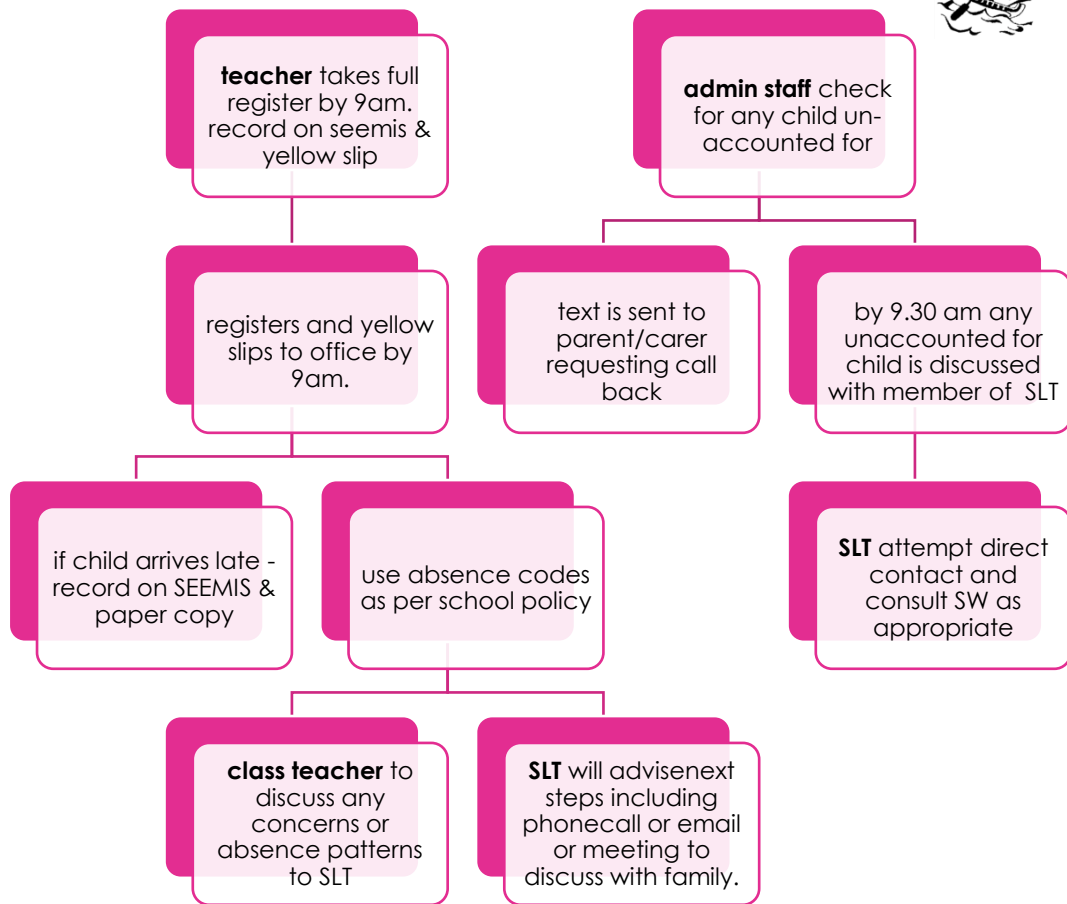


## Appendix 5 Staged Support to Promote Attendance and Manage Absence



Identifying and responding to concerns about attendance	
Pathways to Support	Action to be taken/ Who and How
Stage 5 Complex/ Intensive/ Acute	Direct Referral to Reporter/ Attendance Order (served on parent through AAAG only)
Stage 4	Area Attendance Advisory Group (AAAG only in consultation with EWO after appropriate work being carried out)
Stage 3 Unexplained absence persists	Multi-agency assessment, planning and review <ul style="list-style-type: none"> <li>• Information gathering - use of GIRFEC tools and profile of attendance difficulties</li> <li>• Solution-focused planning meeting involving pupil and parents</li> <li>• Identify and implement appropriate intervention</li> <li>• Review progress and update action plan</li> </ul>
Stage 2 Unexplained absence <85% attendance rate Persistent lates without parental support	Referral to EWO/ On-going involvement of Pupil Support Staff Individualised planning
Stage 1 Lates and occasional unexplained absence	Action taken by Head Teacher/Pupil Support Staff: <ul style="list-style-type: none"> <li>• Monitor attendance data regularly</li> <li>• Discuss concerns with pupil and parent at earliest opportunity</li> <li>• Unexplained absence should result in absence enquiry letter to parents with contact details of member of staff who can offer support. NB Standard letters are available on SEEMIS which can be adapted by schools.</li> </ul>
Promoting School Attendance for all pupils to ensure they are included, engaged and involved Promoting positive parental involvement    Pastoral support    health and well-being Positive behaviour approaches – restorative practice, solution-orientated schools    Reward systems Learner engagement    curricular flexibility    links with FE and voluntary organisations Playground supervision    Buddying and mentoring systems	

**CRAMOND ATTENDANCE MONITORING PROCEDURE**



Parents & carers
<ul style="list-style-type: none"> <li>report daily absence via school app, answer machine or email school office.</li> <li>clear reason for absence required along with expected date of return.</li> <li>any requests for planned absence in term time required by email to HT with ideally notice period.</li> </ul>

Admin Staff
<ul style="list-style-type: none"> <li>collate reported absences via email or messages into folder</li> <li>identify any patterns such as infectious disease or outbreak and raise with SLT.</li> <li>update codes for absence on daily yellow register sheets</li> <li>identify any unaccounted for learners - make contact by text / phone.</li> <li>by 9.30am update SLT on any still unaccounted for</li> </ul>

Class teachers
<ul style="list-style-type: none"> <li>take an accurate register as learners arrive in class first thing and again after lunch.</li> <li>record on yellow sheet and send to office by 9am.</li> <li>update SEEMIS by 9am</li> <li>ensure any late arrivals are recorded on seemis</li> <li>look for any patterns of concern or low attendance. Discuss these with SLT promptly. Engage with families to support good attendance.</li> <li>respond to SLT monthly attendance matters email: discuss concerns.</li> <li>make every effort to help learners with lower attendance catch up and re-engage. use any available resources eg PSA support, PSO or advice from SfL.</li> </ul>

Senior Leadership
<ul style="list-style-type: none"> <li>share message of importance of strong attendance</li> <li>HT DHT PSO meet monthly on 1st to run school absence report.</li> <li>Monitor attendance below 90%. Letters are issued to remind those parents that attendance has slipped.</li> <li>Identify any learners below 85% for immediate action.</li> <li>email CT about any learners 90% or less.</li> <li>log attendance actions, absence requests and any meetings re absence on pastoral notes.</li> <li>PSO support is actioned - PSO gathers views of learners and liaison with families.</li> <li>attendance below 85% discuss families AON or CPM held. Referral to EWO</li> <li>SLT &amp; PSO regular informal checkins with those who have improved attendance to recognise and support progress.</li> </ul>

Attendance Concern

Dear Parent/Carer.

Your child: (name & class) attendance is becoming a cause for concern. **Their attendance is currently at \_\_\_\_%.**

We closely monitor attendance. As part of our absence management procedures, any child dropping below 90% requires us to take action.

Where there is no improvement and the attendance consistently drops below 85%, we would ask for a meeting and will need to involve our Education Welfare Officer. (EWO)

At times attendance may drop due to illness. We ask for parents support in ensuring regular attendance. Please communicate with us any reason for your child's absence and keep these to a minimum where possible.

Regular school attendance is essential for a child's wellbeing, progress and attainment. Most holidays or absences in term time will be unauthorised (exceptional circumstances may apply)

Please email [helen.donaldson@cramond.edin.sch.uk](mailto:helen.donaldson@cramond.edin.sch.uk) with any request for absence in term time.

Please reply to confirm you have received this email.

We may require a meeting to discuss attendance if there is no improvement.

Thank you for your support.

Kind regards

Helen Donaldson HT



**Cramond Primary School – Weekly Absences**

**Week Commencing:**



**CODES:** **D** Self Certified **G** Unauthorised Holiday

**J** Late **P** medical or dental appointment **TBC** if not clear

**RECORD ALL LATES! – registers must be taken ASAP & sent to office by 9am**

Monday	Name	Reason	Code
Tuesday	name		
Wednesday	name		
Thursday	name		
Friday	name		