

Craigroyston Community High School

Attendance Policy and Procedures



Attendance Matters!



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Our Vision

At Craigroyston Community High School we recognise the strong link between high levels of attendance at school and positive outcomes for our young people. This includes outcomes in attainment, achievement, health and wellbeing, and social, emotional and behavioural development. We seek to inspire every young person with a passion for learning, demonstrating to them that their presence in school is vital to the success of their education.

The purpose of this policy is to promote high levels of attendance and make clear the processes that will be followed when there is low or non-attendance. We aim to have all children attend school full-time, and for all pupils to have attendance of 95% or above by the end of the school year. As a school we will take appropriate and proportionate action, when necessary, in order to ensure your child is supported to attend school.

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 for 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.

Council Expectations

- To give a high priority to punctuality and attendance.
- To develop procedures that enable our school to identify, follow up and record authorised and unauthorised absence, and 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 develop 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 develop procedures that could lead to a referral from the EWO to the Area Attendance Advisory Group (AAAG) to help families ensure good attendance of their child at school.

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- To support children if they are experiencing difficulty in attending school and offer a tailored or bespoke curriculum that focuses on their interests and needs.
- To promote an ethos of inclusion and equality where diversity and equality is celebrated and embraced and all children feel comfortable to attend school.

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Roles and Responsibilities

Our Role(s)	Our Responsibility
All Staff	<ul style="list-style-type: none">• Reinforce the 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 our pupils when arriving late, encouraging them to sign in using the 'late register'• Update SEEMIS throughout the day with relevant late/attendance information• Inform PSLs and SLT of daily absence information• Send group call to all families where the young person is absent from school during period 1 and period 6• Communicating with families to confirm the whereabouts of pupils• Follow up phone calls and texts to identified parents and update registers as required
Our Teachers	<ul style="list-style-type: none">• Accurately recording pupil absence and late-coming on SEEMIS in the first 10 minutes of every period• Keep learner voice central to learning and ensure pupils have the opportunity to talk privately if they wish to• Curricular Leaders discuss attendance with parents and carers, where appropriate, in relation to progress of learning• Inform PSLs and SLT of any patterns of attendance or late-coming, especially if this is new or out of character
Partner Agencies	<ul style="list-style-type: none">• Offer support 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 our PSLs and SLT to engage as part of any supports that need to be put in place
Attendance Champions	<ul style="list-style-type: none">• Work with a focus of ensuring that young people do not go below 85% attendance• Meet with identified pupils once a week to provide consistent, tailored support to help young people attend school regularly• Feedback any key information to teachers, PSLs and SLT.
PSO Attendance	<ul style="list-style-type: none">• Work with a small caseload of young people identified by Pupil Support Leaders on a two – weekly cycle• Follow up any discrepancies on SEEMIS by texting and calling parent/carers to find out why a pupil is absent
Pupil Support Leaders	<ul style="list-style-type: none">• Meet with the EWO every two weeks 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 letters to families with attendance concerns throughout the year• Liaise with PSO attendance, suggesting pupils and families that would benefit from support with attendance• Liaise with partner agencies to sign post support for families in line with GIRFEC principles• Lead meetings with parent/carers/partner agencies to implement plans to support school attendance• Ensure that recording of attendance is accurate in terms of coding
Our Head Teacher/	<ul style="list-style-type: none">• Share the importance of good attendance regularly with parents in school newsletters, school website, social media and parental events.

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Senior Leadership Team	<ul style="list-style-type: none">• Analyse whole school attendance each week to ensure that all young people are attending school as regularly as possible and to check for anomalies and patterns• Meet with PSLs, EWO and PSO Attendance each month to discuss young people's attendance and plans• Direct initiatives that will encourage young people to attend school
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Parent/Carer Responsibilities

The responsibility for a child's education rests with their parent/carers. 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.

- To keep their child's absences to a minimum.
- To ensure that their child arrives on time and in a positive mindset to learn.
- To contact the school office on the first morning of their child's absence before the start of the school day (8:40am) via email, text or call, giving the reason for absence.
- Offer 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 impacting on a child's attendance.
- To be aware of the curriculum requirements and understand that sporadic attendance can affect a child's attainment.
- To keep the school updated should contact numbers or address details change.

The Role of the Education Welfare Officer (EWO)

The school works together with the Education Welfare Service (EWS) to improve the attendance of all our children. 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.

A child who has an attendance figure of 85% or below is classed as a persistent absentee will be discussed with the EWO on a two weekly basis. This may result in a formal referral to the EWS. A child who has an attendance percentage falling between 85% and 90% will be closely monitored by our Pupil Support Leaders who will support to prevent them falling into the persistent absentee category. Reminder letters will be sent to families throughout the year if your child falls below 90% attendance.

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.

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Daily Procedures at Craigroyston Community High School

Time	Action	Person(s) responsible
8.28 – 8.44am	Pupils arrive and attend tutor class. SEEMIS is completed and fire registers are taken by staff and returned to office.	Teaching staff
8:45am onwards	Pupils should sign in at reception using the late register. Office staff will update this on SEEMIS.	Office staff
Period 1	Pupils attend period 1 classes. SEEMIS is completed within the first 10 minutes of class.	Teaching staff
9am approx.	Group call is sent home at 9am to any pupils marked 'TBC' (to be confirmed).	Admin – Pupil Support
10am approx.	Any outstanding 'TBCs' will be followed up with texts/calls from our Pupil Support Officer for attendance.	PSO Attendance
Period 2 – 6	Pupils attend period by period classes. SEEMIS is completed within the first 10 minutes of every class.	Teaching staff
2pm approx.	Group call is sent home to any pupils marked 'TBC' (to be confirmed) in the afternoon.	Admin – Pupil Support
Period 7	Pupils attend period 7 classes. SEEMIS is completed within the first 10 minutes of class.	Teaching staff
End of school day	PSLs review attendance of caseload.	Pupil Support Leaders

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