



CUSTOMER SERVICES: Education



GUIDANCE\FRAMEWORK on: Monitoring and Maximising Attendance for children and young people

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Terminology

For the purpose of this document, the term 'parent' refers to parents, guardians or carers as appropriate.

Home Education

Home Education procedures are not relevant to this policy. Education Manager Circular 3.16 provides information on these procedures.

[Children Educated at Home 3.16 – My Council Works](#)

Introduction

[Attendance and Absence in Schools 3.03 – My Council Works](#)

This policy should be read in conjunction with [Included, engaged and involved part 1: promoting and managing school attendance - gov.scot \(www.gov.scot\)](#) originally published in 2007, and updated in June 2019.

Both documents provide advice on good practice and establishment requirements regarding recording pupil attendance and absence.

Parents have a legal responsibility to ensure their child attends school until their child reaches school leaving age ([Section 30 Education \(Scotland\) Act 1980](#)) and robust home and school partnerships with clear school processes ensure that good attendance is promoted.

Argyll and Bute Council will monitor pupil attendance for the purposes of ensuring the provision of an adequate education and to maximise child safety and wellbeing.

Guiding Principles detailed in Included, Engaged and Involved Part 1: Promoting and Managing School Attendance (Scottish Government, 2019)

[Included, engaged and involved part 1: promoting and managing school attendance - gov.scot \(www.gov.scot\)](#)

- All children and young people have a right to education; and education authorities have a duty to provide education.
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning.
- Children and young people should be given opportunities to fully engage and participate in the life of their school in order to encourage good attendance.
- Schools should actively engage with parents to try to ensure that any barriers to good attendance are removed.
- Schools and partners should work collaboratively to promote and support good attendance.
- The foundation for schools, learning establishments and education authorities is a focus on positive relationships and an inclusive ethos and culture that promotes good attendance.
- Attendance should not be considered in isolation; it is often a key part of understanding a pupil's learning journey and planning for effective and supportive interventions informed by personal circumstance and context.

Attendance and Absence Management

Attendance at school by children and young people is encouraged in order that they receive the education to which they are entitled. The health, safety and wellbeing of children and young people at school, must be protected and promoted to enable them to benefit from the educational opportunities available, including opportunities which arise outwith the school day including

breakfast clubs, after school clubs, extra-curricular activities, etc. Parents, schools and the local authority all have a part to play in maximising attendance and ensuring children and young people's health, safety and wellbeing.

Researchers have also demonstrated the significant social, economic and psychological consequences of non-attendance incurred by children, young people, those who care for them, their families and communities. Research highlights that those who are absent from school are more likely to experience mental health difficulties (Apter et al., 2017; Knollman et al., 2019), increased drug use (Henry et al., 2007), the juvenile justice system (Anderson et al., 2019), homelessness (Apter et al., 2017) and unemployment (Attwood et al., 2006). On the other hand, regular attendance at school enables pupils to achieve their full potential, providing them the best start in life and options for their future. Problems associated with non-attendance include: poverty; poor health; unstable or unsuitable housing conditions, and regular change of schools; transport difficulties; exposure to domestic violence or other adverse experiences.

Schools offer much more than academic opportunity. By providing a safe and protective environment for development, pupils are also able to socialise and build secure relationships. They can be inspired by understanding adults who support their needs, thus enabling them to approach new experiences with confidence and curiosity.

For young people experiencing adversity and trauma; those with additional support needs; or those who are experiencing chaos and change, schools are a source of **protective factors** and, through early intervention, they can mitigate negative outcomes. In this way, schools buffer vulnerable young people in the face of child and family **risk factors**.

However, where a school is not effective at identifying, monitoring, supporting and reviewing at-risk pupils, the school itself can become a risk factor.

Legal Framework – The Education (Scotland) Act 1980

Education Authority Duty

It is the Education Authority's legal duty to require the parent/carer to explain the reason for their child's absence from school [Education (Scotland) Act 1980, Section 36]. A parent can be required to attend a Child's Planning meeting to explain the absence.

Please note that the Education Authority has a duty, in so far as is practicable and without undue delay, to make special arrangements for children granted a pupil exemption from the obligation to attend school, where this exemption is to enable the pupil to give assistance at home in circumstances arising out of the illness or infirmity of a member of the pupil's family. [Education (Scotland) Act 1980, Section 34(1)].

Parental Duty

The Education (Scotland) Act 1980 is clear regarding the legal duty of parents:

"It shall be the duty of the parent of every child of school age to provide efficient education for him suitable of his age, ability and aptitude either by causing him to attend public school regularly or by other means." (Section 30)

The Act makes non-attendance at school without reasonable excuse an offence and confers discretion on an Education Authority to discriminate between 'reasonable' and 'unreasonable' absences.

"Where a child is of school age..... On one or more occasions fails without reasonable excuse to attend regularly then his parents shall be guilty of an offence against this section." (Section 35)

For the purposes of this section, a child who has been required to discontinue, for any period, their attendance at school on account of their parent's refusal or failure to comply with rules, regulations or disciplinary requirements of the school, shall, unless a court otherwise determines, be deemed to have failed without reasonable excuse to attend regularly at school.

Definition of Absence (see also Appendix 1 – SEEMiS codes)

A pupil should normally be regarded as absent from school when he or she is not in attendance for a period greater than half of the morning or afternoon session.

Unexplained Absence

When there is an unexplained absence, the school have responsibility to seek an explanation from the parent. If no satisfactory explanation is received, or if the absence persists beyond a reasonable period, normally two weeks, then the Head Teacher/named person should follow the procedures outlined within this document to ensure the pupil resumes regular attendance. There is also a duty to follow 'Missing in Education' and Child Protection procedures if there is concern about pupil safety and wellbeing.

Reasonable Excuses

The Education (Scotland) Act 1980 stipulates that certain situations will be deemed to be 'reasonable excuses' for failing to attend school, for example sickness or lack of adequate transport arrangements.

There are two categories for recording of absence, authorised and unauthorised absence.

Authorised Absence

Authorised absence is defined as:

- o sickness
- o bereavement
- o short term exceptional domestic circumstances, e.g. a period immediately after an accident or illness
- o religious observance
- o meetings prior to and in court
- o attendance at or in connection with a Children's Hearing or Care Review
- o agreed family weddings
- o agreed debates, sports, musical or theatrical productions not arranged by, or in conjunction with, the school
- o parents unable to get leave during school holidays due to the nature of their employment, e.g. armed services/uniformed forces.

Although these categories are quite specific, the school still needs to consider the circumstances of each case when deciding on reasonableness. Where appropriate, parents should always seek permission in advance of the proposed absence to avoid action for non-attendance being initiated.

Unauthorised Absence

The category of unauthorised absence includes absence deriving from reasons such as:

- o unexplained absence - this is defined as where a pupil is absent without a timely and reasonable excuse being offered by their parent
- o most family holidays during term time

Where a pupil has to undertake care responsibilities for a member of the family, the authority must provide for their educational needs by assessing what additional support is required. In these circumstances, the pupil's absence will not be long term and will be categorised as unauthorised absence. Parents are encouraged to inform their child's school in such circumstances in order to access appropriate support.

Extended Leave with Parental Consent

There is distinction between family holidays, recorded as unauthorised absence, and extended leave with parental consent which may include the following circumstances:

- o extended overseas educational trips not organised by the school
- o short term parental placement overseas
- o family returning to its country of origin, e.g. for cultural reasons or to care for a relative
- o leave in relation to the children of travelling families

Extended leave with parental consent does not count towards total possible attendances for the pupil or for the school. It allows pupils who are leaving the country for a lengthy period of time, to go there without risking losing their place if they were removed from the school roll. At the same time their absence is not affecting the school's attendance rate. If parents wish to apply for extended leave with parental consent they must put their request in writing to the Head Teacher.

Recording of Absences

All schools are required to keep an attendance register of every pupil [The Schools General (Scotland) Regulations 1975]. Every absence is categorised as either authorised or unauthorised. The Scottish Government gives specific guidance to schools on categorisation of pupil absences for recording purposes and annually publishes data.

The recording of accurate attendance and absence is a responsibility of schools and they will be supported in this by the Argyll and Bute Council Data Team. Aside from the statutory obligation to undertake this duty, accurate records will be vital in the event of legal action against parents and in ensuring children and young people are safe and protected.

Copies of all relevant notes, minutes, correspondence and referrals relating to time-keeping, truancies and non-attendance should be kept, along with all other records, within the Pupil Progress Record (PPR). The School Pupil's Educational Records (Scotland) Regulations 2003 gives parents

access to their child's PPR. In addition, pupils can access their own records at any age under a combination of the Data Protection Act and the above Regulations.

All parental contact regarding attendance should be recorded and the category noted as Attendance within Pastoral Notes. This should include all attempts to contact home – even if failed attempts.

Medical Absences / Sickness with Educational Provision

Section 42(3) of the Education (Scotland) Act 1980 states:

“Where a parent alleges that his child has been prevented by sickness from attending school or receiving education as the case may be, the parent shall, if required by the education authority, permit a medical officer of the appropriate Health Board to examine the child, and any parent who fails to do so shall be guilty of an offence against this section.”

It should be noted that schools have a duty to provide education for pupils, at the earliest convenience and certainly no more than 15 working days of continuous or 20 working days of intermittent absence. Where it is known in advance that the illness is likely to last 15 or 20 days, then there should be immediate provision of education materials. There is no duty for the pupil to complete the work provided. However Sickness with Education Provision can be used regardless of the number of days absent on condition that education is being provided outwith the school environment. Parents should contact their child's school at the earliest opportunity to discuss this.

Guidance for Head Teachers/Named Persons on assessing action to be taken

Before deciding on the action you must take when a pupil is absent from school without explanation from the parent, Head Teachers/Named Person should consider all information available, including knowledge of the school community and circumstances of each individual pupil and their family.

In all circumstances it is expected that parents will report a pupil absence. If there has been no response to a Groupcall communication and attempts to phone the parent directly are ignored, a home visit may be considered. If there are immediate concerns for the welfare of the pupil or the duty social worker should be contacted as a priority.

Consideration should also be given in all cases as to whether the protocols for Children Missing from Education or Child Protection need to be instigated.

Children Missing from Education

[Children Missing from Education 3.17 – My Council Works](#)

All children and young people whose whereabouts are unknown are vulnerable. Children are recognised in law as a vulnerable group in our society who require additional protection from the risks posed to them by different forms of harm, therefore a child-specific response is necessary. If there is any suspicion that the child is genuinely missing or subject of a possible criminal offence, Child Protection Procedures should be followed immediately, and Police and Social Work services must be contacted.

Children have a right to education and local authorities have a duty to provide education for all children in their area, and to plan and provide support for every child if necessary. It is essential that education authorities and other services must make every effort to maintain contact with pupils and families, especially those who are vulnerable due to concerns about their wellbeing. The most important factor for any missing pupil is safety. Should there be any concern that the pupil may be at risk, it is essential that local child protection procedures are followed.

The Children Missing from Education (CME) Protocol is a multi-agency document which outlines the process and procedure to be followed when a pupil moves or disappears from a school and cannot be traced. It should supplement the guidance to be found in this document and instigated when after all attempts have been made to contact the family their whereabouts remain unknown (up to four weeks, but substantially less for a pupil with welfare concerns).

Action

In all cases where additional factors/information giving cause for concern that a criminal act has been perpetrated, e.g. abduction, schools must make immediate contact with the Police by telephoning 101.

In any cases, where a Head Teacher/named person is considering contacting the Police, the following procedure should be followed:

- o Gather together all information, including name, date of birth, address and who the pupil lives with.
- o Contact Duty Social Work on 01546 605517. Inform them of your intention to contact the Police and ask if there is any information regarding that pupil, for example, a domestic incident may have occurred that resulted in the pupil being removed from the home.
- o Discuss with the Duty Social worker your evidence and reasons for contacting the Police.
- o Head of Service must also be informed.

Pastoral Support

All staff in school have a role to play in promoting good attendance and helping to reduce absence from school. Staff with a designated pastoral care responsibility should:

- o Track and monitor the attendance of their caseload and instigate absence management procedures in a timely and appropriate way.
- o Be aware of early signs or concerns which may cause absence, to allow support plans to be drawn up as appropriate.
- o Ensure absence does not become a pattern or habit following a specific issue.
- o Develop positive and trusting relationships with pupils and parents to prevent difficulties arising and to ensure difficulties are discussed and resolved when they do take place.
- o Respond quickly to absence, to ensure children and young people are safe and well (this should include contacting all emergency contacts on pupil profile).
- o Follow up on absence, to enable the school and partners to undertake appropriate intervention, where necessary.
- o Complete multi-agency reports and attend multi-agency Child Plan Meetings to discuss attendance concerns.
- o Support reintegration into learning on returning from absence.

Recording Pastoral Notes

Pastoral Notes help practitioners to understand what events may have contributed to a pupil's context or circumstances surrounding their progress or wellbeing. Pastoral Notes should be recorded on SEEMiS when an event, incident, milestone or circumstance in a pupil's life is considered to be significant or have possible significance. Pastoral notes should be recorded in line with Pastoral Notes Guidance on content writing.

Application > Records > Latest Pastoral Notes > Manage Pastoral Notes

Use the filters as required to select the pupil(s) to be displayed > New List > Select the appropriate pupil(s) to view any pastoral notes that the pupil may have.

To add a new pastoral note, select the pupil(s) > New Note

Pastoral Notes should only be recorded by the Senior Leadership Team or Principal Teachers of Guidance. The attendance category should be selected when recording notes regarding pupil absence.

Home Visits

For the majority of staff and Head Teachers, for whom home visiting is not part of their remit, it is recommended that, wherever possible, meetings should take place in school. Home visiting by staff should always be authorised by the Head Teacher and/or Service Manager. It may be appropriate for school staff to visit the family home to discuss absence concerns with parents and/or pupil, particularly where attending school is causing the pupil anxiety.

Appropriate risk assessment and lone working procedures should be followed.

All actions must be logged in Pastoral Notes.

Accurate recording of attendance

Bulk entry

Where bulk entry of register marks is made in SEEMiS Click and Go, for example Study Leave or OAT, extreme care should be taken to remove these marks from pupils who were not present on the day and replaced with the correct absence code. This is because there is a danger that pupils who are persistently absent are showing as present on these days due to the bulk entry of a 'present' code. It is the school's responsibility to accurately record a pupil's attendance/absence at each school opening.

Secondary pupils who have been removed from timetable

Pupils who do not have a complete timetable and therefore do not appear on class registers every period must still have their attendance recorded. This may include pupils who attend a nurture group or pupil support base as part of their agreed timetable rather than attending mainstream full time.

These pupils can be identified in SEEMiS as follows:

Application > This Session > Timetable > Incomplete Pupil Timetable (Not Conflict)

If pupils are timetabled into an alternative group e.g. a nurture group, this should be set up on SEEMiS and an attendance taken. If it is an ad hoc arrangement this should be noted by the teacher

whose register the pupil is on as an absence which the Principal Teacher of Guidance can follow up and change to SCH (in school but not in class) accordingly.

No pupil should have gaps on their timetable and certainly not below S5 unless on an agreed part-time timetable or flexible schooling arrangement.

Flexi-Schooling

Flexi-schooling is when a parent wishes for their child's education to be split between home and school. This will involve an agreed regular pattern of time divided between learning in school and learning at home. If agreed with the school and local authority, the pupil will therefore attend school in the normal way for a set number of days or part of days each week, and be educated at home for the rest of the time. The exact split between education in school and at home will be negotiated between the parent and the school and clearly recorded on Pastoral Notes. Attendance protocols should be followed for the time the pupil is spending in school.

When pupils are expected to attend school, their attendance should be recorded as present or using an appropriate SEEMiS code to record any absence. When pupils are expected to be learning at home, OAT (other attendance out of school) should be used to record these days/part days.

Early Learning and Childcare (ELC)

Please note, whilst children's attendance in ELC is not statutory, establishments still have a duty to determine reasons for absence when a child is expected to attend.

Where a child attends an ELC and there are concerns for their safety or wellbeing, the Health Visitor, as named person, should be contacted for support around next steps and any home visits. Feedback should be given to the establishment on the outcome of any contact with parents by services outwith the school and actions recorded in Early Years Pastoral Notes.

Education Maintenance Allowance (EMA)

Education Maintenance Allowances (EMAs) give financial support to eligible 16 to 19 year olds who want to continue their learning at school past the statutory leaving age. All learners must take part in a learning agreement/action plan with the local authority:

- o maintain 100% attendance from the start of the term in which pupil became eligible; pupils who are absent must notify the school of their absence. Up to 5 days' sickness absence between August and December and again between January and June is permitted.
- o attend for at least 21 guided learning hours per week
- o arrive at school registration and classes on time daily (pupil should receive a warning after 5 late comings have occurred; thereafter if a pupil has a further two late comings in any one week the EMA payment will be stopped for that week)
- o give immediate notification of the reasons for any absences
- o follow in full the course and assessment requirements for the course of study outlined
- o standard of behaviour matches the school's behaviour policy
- o succeed in achieving the agreed targets

Attendance Management Roles/Responsibilities – Primary School

| | |
|---|---|
| Head Teacher | <p>Monitor school procedures and attendance returns monthly</p> <p>Communicate attendance policies and procedures with parents regularly, including on school website, handbook, etc.</p> <p>Standing item on all newsletters regarding importance of attendance</p> <p>Liaison with central education service where pupil attendance is given significant cause for concern</p> |
| Head Teacher/ Senior Leadership Team | <p>Strategy and Management</p> <p>Training</p> <p>Attendance monitoring (<i>see Appendix 2</i>)</p> <p>Follow up on incomplete registers</p> <p>Ensure Groupcall procedures are instigated</p> <p>Maintain accurate pastoral notes on SEEMiS</p> |
| Teaching Staff | <p>Attendance monitoring - class teachers record AM and PM register in SEEMiS</p> <p>Advise clerical staff of changes to register</p> <p>Inform clerical staff of updates to TBCs</p> <p>Liaise/advise clerical staff of letters</p> <p>Follow up any absences with clerical staff</p> |
| Clerical staff | <p>Procedures maintenance</p> <p>Check all registers being completed and accurate</p> <p>Review and amend bulk entries accordingly to reflect individual attendance</p> <p>Pre-enter pupils out of school, e.g. field trip</p> <p>Pre-enter pupil appointments; holidays during term time</p> <p>Ensure pupils leaving the school, e.g. for appointment, are signed in and out</p> <p>Maintaining class lists</p> <p>Amend attendance for small groups etc.</p> <p>Produce Attendance and Late coming Letters for pupils</p> <p>Amend TBCs as advised by class teacher</p> <p>Produce weekly anomaly report</p> <p>Update registers when pupil arrives at school and signs in late at School Office</p> <p>Instigate Groupcall procedures and monitor Groupcall replies</p> |
| Parents | <p>Responsible for making sure their child/ren attend school regularly</p> <p>Ensure that their child/ren arrive on time for school every day</p> <p>Contact the school if their child is unable to attend</p> <p>Ensure that the school has up-to-date contact details</p> <p>Work in partnership with the school and partner agencies to promote good attendance and punctuality</p> |

Attendance Management Roles/Responsibilities – Secondary School

| | |
|---|--|
| <p>Head Teacher/ Senior Leadership Team</p> | <p>Ensure school procedures are maintained and attendance returns completed monthly Procedures Management Ensure attendance policies and communicate policies and procedures with parents regularly, including on school website, handbook, etc. Standing item on all newsletters regarding importance of attendance Strategy and Management Training Overall monitoring of school procedures Maintain accurate pastoral notes on SEEMiS</p> |
| <p>Principal Teachers of Guidance / Pastoral Support Teachers</p> | <p>Attendance monitoring (<i>see Appendix 2</i>) Advise clerical staff of changes to register Update TBCs on SEEMiS weekly Liaise/advise clerical staff of letters Follow up any absences including those missing from lessons Communicating with admin staff re part time timetables and college courses for those pupils formally agreed in a Child's Plan or Flexible Learning Agreement Collation of reports and attendance at multi-agency meetings to support positive attendance Maintain accurate pastoral notes on SEEMiS</p> |
| <p>Teaching Staff</p> | <p>Attendance monitoring - class teachers record period register in SEEMiS Advise clerical staff of changes to register Inform clerical staff of updates to TBCs</p> |
| <p>Clerical Staff</p> | <p>Procedures maintenance Check all registers being completed Pre-enter pupils out of school, e.g. field trip Pre-enter pupil appointments; holidays during term time Review and amend bulk entries accordingly to reflect individual attendance Ensure pupils sign out and in at school office (for appointments) Maintaining class lists Inputting part-time timetables where appropriate, inc. college courses as agreed through Child Planning/FLP Produce Attendance and Late coming Letters for pupils Amend TBCs as advised by class teacher Notify Guidance Staff of pupils who are missing Produce weekly anomaly report Update registers when pupil arrives at school and signs in late Instigate Groupcall procedures and monitor Groupcall replies</p> |
| <p>Parents</p> | <p>Responsible for making sure their child/ren attend school regularly Ensure that their child/ren arrive on time for school every day Contact the school if their child is unable to attend Ensure that the school has up-to-date contact details Work in partnership with the school and partner agencies to promote good attendance and punctuality</p> |

Attendance Management Roles / Responsibilities – Central Education Team

| | |
|--------------------------------|--|
| Inclusion and Equalities Team | ESOs will work alongside schools within staged intervention processes to support staff to meet the needs of individual children. |
| Educational Psychology Service | EPS will work together with schools to promote the wellbeing and development of all children and young people using the knowledge and evidence base of child psychology. Requests for individual support/intervention for a pupil must be discussed with the school psychologist. This ensures that a clear focus for involvement is identified. The discussion also provides an opportunity to review the resources and strategies already employed. Resources to support school attendance are available here: Argyll and Bute Educational Psychology Service - Attendance (google.com) |
| SEEMiS help desk | Contact made by Head Teacher/named person or clerical on their behalf once policy, management circulars and Included, Engaged, Involved documents have been reviewed/considered. Support provided in identifying appropriate code for registering attendance or absence. SEEMiS team may seek support/guidance from Education Central team as appropriate. |
| Education Managers | Attendance is a standing item on the agenda for meetings with Head Teachers. EMs will ensure schools have appropriate tracking procedures in place and that schools are following up on non-attenders appropriately in line with refreshed guidance. EMs on hand to support with individual queries or cases when required. |

Attendance Management Procedures – Vulnerable Groups

Young Carers

Known Young Carers (or other young people with exceptional circumstances) should not be sent the standard late coming letters. Late coming should still be recorded as a way of monitoring the impact this is having on the pupil's education. Instead further action at this stage may be a regular check-in with named person or a trusted member of school staff or regular phone calls home to ensure all necessary supports are in place.

Care Experienced Children and Young People (CECYP)

Any concerns regarding the attendance of CECYP should be discussed with Louise Chisholm, Virtual Head Teacher, prior to instigating the standard procedures.

Refugees / Asylum Seekers / Ukrainian Families

Any concerns regarding the attendance of pupils in the above vulnerable groups should be discussed with Morag Brown, prior to instigating the standard procedures.

Attendance Protocols (see also *Appendix 4 – Unexplained Absence Flowchart*)

DAY 1: First day of unexplained absence of pupil

The school will make contact by telephone or text to parents or emergency contacts informing them that their child is absent and requesting a reason for the absence.

If no contact can be made on the first day of absence, appropriate action will be taken by the school depending on the specific situation and context. If the family is known to other agencies because of possible concerns about a pupil's wellbeing / Child Protection, then contact must be made with these agencies immediately.

All actions will be recorded in Pastoral Notes.

DAY 2: Second day of unexplained absence of pupil

The named person will make further attempts to contact a parent or emergency contact by telephone or text.

If no contact can be made on the second day of absence, appropriate action will be taken by the school depending on the specific situation and context. If there is other agency involvement, updates must be provided

All actions will be recorded in Pastoral Notes.

DAY 3: Third day of unexplained absence of pupil

The named person will make further attempts to contact a parent or emergency contact by telephone or text.

Home visits should be carried out where it is practicable and safe to do so. The individual context will be assessed by the Head Teacher/named person, and if it is viewed that a home visit is not possible but there are immediate concerns then the duty social worker must be notified.

All actions will be recorded in Pastoral Notes.

After DAY 3:

If the school is unable to ascertain the whereabouts of the pupil, the named person should seek advice from appropriate agencies and, if still unsure the Education Manager. Education Manager/Head of Service should be notified of a pupil potentially missing in education if this is the case, to ensure appropriate agencies are involved and the next level of processes are followed.

All actions will be recorded in Pastoral Notes.

Impact of regular non-attendance (see also Appendix 5 – Maximising Attendance Flowchart)

The table below highlights how much education is missed at different attendance thresholds across a school session. Classroom learning is only a part of what is missed in a school day; relationships with staff, disrupted routines, friendships and social skills are all impacted.

| Attendance Percentage | Number of school days missed |
|-----------------------|---|
| 100% | 0 days of absence No missed education |
| 95% | 9 days of absence 1 week and 4 days missed education |
| 90% | 19 days of absence 3 weeks and 4 days missed education |
| 85% | 28 days of absence 5 weeks and 3 days missed education |
| 80% | 38 days of absence 7 weeks and 3 days missed education |
| 75% | 46 days of absence 9 weeks and 1 day missed education |

Within Argyll and Bute Council, schools should begin to monitor attendance more closely and initiate interventions, as detailed below, if a pupil's attendance reaches 90% or below.

School should make every effort to communicate with parents and young people, where appropriate, to promote good school attendance. This may be through sharing school policies and procedures, termly newsletters, school assemblies, reminders on social media, etc.

At the 90% threshold formal attendance monitoring procedures should commence. Any letters will be sent through Groupcall and associated action will be taken. At each stage, consideration should be made of pupil/parental engagement and the HT/named person's discretion of the appropriateness of continuing formal procedures. Phone calls may be made in the interim to continue engagement and as an alternative where some improvement has been measured.

All contact regarding attendance should be recorded and the category noted as Attendance within Pastoral Notes. This should include all attempts to contact home – even if failed attempts.

Maximising attendance formal procedures

| Trigger | Action (see Appendix 6) | Possible Outcomes |
|--|--|--|
| Attendance approaching 90% | Phone call / email to parents discuss circumstances leading to pupil absence and offer support to improve pupil attendance. | Attendance improves or more formal attendance monitoring and procedures are required. |
| Attendance has reached threshold of under 90% | Letter 1: Parents are alerted to school concerns regarding attendance and are asked to contact child's named person to discuss reasons for absence. | Attendance improves or further support is offered to parents to help improve attendance and named person to continue monitoring attendance |
| After two weeks, there is no improvement in attendance. | Letter 2: Parents are further alerted to school concerns regarding attendance and are asked to contact child's named person to discuss reasons for absence. If no contact is made then named person should follow this up with a phone call. | Attendance improves or there is a need to review previous actions. Further support offered to family as required. |
| After a further two week period (four weeks since trigger reached), there is no improvement in attendance. | Letter 3: Named person will organise a Child's Plan Meeting to fully explore reasons for absence and to agree support for pupil/family to improve attendance. Consideration should be made for the Duty Social Worker or other relevant partners to be invited to this meeting. | Attendance improves or there is a need for possible involvement of other agencies to support the family. |
| Following Child's Plan Meeting after two weeks there is no improvement in attendance. | If parent/pupil is engaging with Child Plan, continue with this and review as appropriate. If no engagement with Child Plan or parent did not attend meeting send Letter 4: Referral to Children's Reporter. | Attendance improves or pupil is referred to Children's Reporter. |

At all stages, every effort will be made by the school to work in partnership with the pupil and their parents to understand the reason for ongoing absence and to offer appropriate support.

Late coming formal procedures

Arriving at school on time and ready to learn is the best start to the day for our children and sustained late coming will have a long term impact on pupil's learning.

| Minutes late per day | Number of school days missed |
|----------------------|------------------------------|
| 5 minutes | 3.4 days missed learning |
| 10 minutes | 6.9 days missed learning |
| 15 minutes | 10.3 days missed learning |
| 20 minutes | 13.8 days missed learning |
| 30 minutes | 20.7 days missed learning |

A pupil will be marked as late if they attend registration (either school or period) after the bell has rung.

Late coming formal procedures

| Trigger | Action (see Appendix 7) | Possible Outcomes |
|--|--|---|
| Regularly late/pattern of late coming | Letter 1: Parents are alerted to school concerns regarding late coming and are requested to take action to improve their child's timekeeping. Parent invited to contact school if further support is required. | Late coming improves or more formal attendance monitoring and procedures are required. |
| If no improvement after two weeks | Letter 2: Parents are further alerted to school concerns regarding late coming and are requested to take action to improve their child's timekeeping. Parent invited to contact school if further support is required. If no contact is made then named person should follow this up with a phone call. | Late coming improves or further support offered to family as required. |
| After a further two week period (four weeks since Letter 1 sent), there is no improvement. | Letter 3 to parent and named person will organise a Child's Plan Meeting to look at how pupil can be supported to attend school on time. Consideration should be made for the Duty Social Worker or other relevant partners to be invited to this meeting. | Late coming improves or there is a need for possible involvement of other agencies to support the family. |

| | | |
|---|---|--|
| <p>Following Child's Plan Meeting after two weeks there is no improvement in late coming.</p> | <p>If parent/pupil is engaging with Child Plan, continue with this and review as appropriate. If no engagement with Child Plan or parent did not attend meeting send Letter 4: Referral to Children's Reporter.</p> | <p>Late coming improves or pupil is referred to Children's Reporter.</p> |
|---|---|--|

Improvements in attendance *(see also Appendix 8 – improvement in attendance letter)*

When parents/pupils are engaging well with the attendance monitoring procedures and there has been significant improvement, this should be formally recognised and recorded in Pastoral Notes.

Appendix 1: SEEMiS Codes

| SEEMiS Code | Description | SEEMiS Legend | Category | Guidance Notes |
|-------------|---|---------------|-------------------------|--|
| | Present | -- | Attendance | Click+Go defaults to Present |
| ABS | Other Authorised Absence | A | Authorised | <p>Use the ABS (A) code for other circumstances of authorised absence such as:</p> <ul style="list-style-type: none"> ○ Immediate family weddings ○ Bereavements ○ Religious observances ○ Attendance at court ○ Attendance at child care review ○ Attendance at children's hearing ○ Lack of transport – including due to bad weather ○ Sporting & cultural events not arranged by the school, but approved by them. <p>Short illness absence should be coded as SEL (D) – self certified or MED (F) – medically certified, as the case may be.</p> |
| CLO | School closed | C | Temporarily not on roll | E.g. snow, election, power failure. strike Management>Calendar |
| DCA | Exceptional domestic circumstances (authorised) | Q | Authorised | <p>Absence due to short-term exceptional domestic circumstances can be classified as both authorised and unauthorised absence.</p> <p>Authorised absence under this heading covers situations such as:</p> <ul style="list-style-type: none"> ○ The period immediately after an accident or illness; ○ A period of serious or critical illness of a close relative; ○ A short-term period when the pupil has to undertake care responsibilities in the family until additional support measures are put in place (under Section 40 of the Standards in Scotland's Schools etc. 2000 Act) ○ A domestic crisis which causes serious disruption to the family home, causing temporary relocation. <p>This is a short-term situation when support services have not yet been involved. Schools would need to monitor closely this situation. If they perpetuate for a longer duration the absence code used will have to change.</p> |
| DCU | Exceptional domestic circumstances (unauthorised) | R | Unauthorised | If a pupil is unable to attend school due to care responsibilities within the family, under section 40 of the Standards in Scotland's Schools etc. 2000 Act, there is an expectation that additional support services will be assessed and made available to the pupil and their family. |

| | | | | |
|-----|--------------------------------------|---|------------|--|
| | | | | Meanwhile, their absence from education will be short-term and therefore categorised as authorised absence – DCA (Q). However, where additional services have not been accessed, support has been refused, and the pupil’s care responsibilities become long-term, the absence should be categorised as unauthorised absence –DCU (R). |
| EXC | Exclusion | X | Exclusion | Attendance>Exclusion>Enter Temporary Exclusion |
| EXL | Extended leave with parental consent | Z | | <p>Extended leave with parental consent is recorded separately from parental holidays (which are unauthorised), and includes circumstances such as:</p> <ul style="list-style-type: none"> ○ Extended overseas educational trips not organised by the school ○ Short-term parental placement abroad ○ Family returning to its country of origin (to care for a relative, or for cultural reasons) ○ Leave in relation to the children of travelling families. <p>Extended leave with parental consent does not count towards total possible attendances for the pupil or for the school. It allows pupils who are leaving the country for a lengthy period of time, to go there without risking losing their place if they were taking off the roll. At the same time their absence is not affecting the school’s attendance rate.</p> |
| FLD | Field Trip | V | Attendance | School excursions |
| HOL | Holiday | H | | Management >Calendar >School >Enter Holidays |
| INS | In-service | I | | |
| LAT | Late (arrives before mid-opening) | J | Attendance | Use the morning interval as the deciding point. |
| LT2 | Late (arrives after mid-opening) | K | Authorised | |
| MED | Medically certified | F | Authorised | Use when a doctor’s certificate has been received, e.g. during exam time |
| MIS | Missing | M | | Pupil was present at registration for the beginning of the opening, but is not present in class for a particular period. |

| | | | | |
|-----|--------------------------------------|---|--------------|--|
| OAT | Other attendance out of school | O | Attendance | This should be used when a young person is accessing another form of educational tuition out of the school building, provided by a college or other learning provider, e.g. those pupils who have Flexible Learning Plans, attending horse riding, etc. Other than this out of school attendance, the pupil is attending school. |
| OUA | Other unauthorised absence | N | Unauthorised | Include any other reasons for unauthorised absence, e.g. parent refusing to send pupil to school. |
| PER | Medical / dental appointment | P | Attendance | Use if appointments are less than an opening. If more than an opening using SEL. |
| PHL | Authorised Parental Holiday | E | Authorised | <p>The majority of family holidays taken during term time should be categorised as unauthorised absence. However, it is acceptable under exceptional circumstances for schools to authorise a family holiday during term time. Such circumstances may include:</p> <ul style="list-style-type: none"> ○ A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events. ○ Parents unable to get leave during school holidays due to the nature of their employment (e.g. armed forces, emergency services) <p>See below (Parental Holidays – Unauthorised Absence) for reasons that do NOT qualify a family holiday as 'authorised parental holiday'.</p> |
| PTH | Part Time Timetable (Health related) | = | Authorised | This should be used for a pupil where it is agreed that they should only attend school for part of the week. The pupil is marked as being present when they are in school and PTH at the times when it is agreed they are at home and there is no expectation of engaging in school work. If the pupil does not attend school when they should, e.g. due to illness or an appointment, this should be marked as such. No pupil should be marked as PTH for a full week. |
| SCH | In school but not in class | ~ | Attendance | Pupil is present in school, but is out of class (called in the HT's office, interviews, attending special tuition sessions, etc.) |
| SEL | Self-certified | D | Authorised | Note or phone call provided by parents. |
| SEP | Sickness with Educational Provision | | Attendance | <p>Absence >15 days</p> <p>This should be used for a pupil who is unable to attend school due to an illness (physical or mental) and work is being provided for them at home, e.g. through Google Classroom. This code should be used regardless of whether the pupil is engaging with the work provided or not. If a pupil is attending some classes in school but also completing work at home, they should be marked as present when in school and SEP for the times they are working from home.</p> |

| | | | | |
|-----|---------------------------------|---|--------------|--|
| SNA | Should Not Attend | | | This should only be used in an ELC setting. It may be used in a school setting when there are part closures due to strike action. |
| STY | Study leave | S | Attendance | For SQA exam diet only |
| TBC | To be Confirmed | T | Unauthorised | Unknown reason absence should initially be coded TBC until there is any forthcoming information from parents/guardians or other sources. This should not be used on a long term basis for any pupil. There should be no unaddressed TBCs for longer than a week. |
| UNA | Truancy or unexplained absence | U | Unauthorised | |
| UPH | Parental Holiday (Unauthorised) | G | Unauthorised | This should be used in all other Parental Holiday times where they do not fit the 'Authorised' category. |
| VIS | School visit | V | Attendance | e.g. P7 transition days |
| WRK | Work Experience | W | Attendance | Pupil is participating in a work experience programme arranged by the school. |

Appendix 2: SEEMiS Guidance: How to run an attendance report

Application > Attendance > Attendance Statistics > Student Absence Report

SEEMIS – CLICK + GO

STUDENT ABSENCE REPORT

This option allows a report to be printed showing the number of absences and lates per pupil over a given date range. This can be further broken down into periods within the day if required. The report can be generated for individual pupils or a range of pupils.

- Application
- Attendance
- Attendance Statistics
- Student Absence Report

1. Filter the students as required, for example All Students or By Year Group
2. Select a Start date for the report
3. Select an End date for the report
4. Select the periods to be included in the report
 - a Red indicates that the period will not be included in the report
 - b Green indicates that the period will be included in the report
5. Select the absences and/or lates to show in the report
 - a Select an operator – less than, less than or equal to, equal to, greater than, greater than or equal to
 - b Enter the number of absences and/or lates required
6. Click on **NEW LIST**
7. The pupils that match the criteria set will be displayed
8. Click on any of the headings to sort the data as required
9. Click on **PRINT** or **PRINT PREVIEW**

The screenshot shows the SEEMIS Student Absence Report interface. It includes a filter section at the top left, a date range selector, and a grid of reporting periods. A 'NEW LIST' button is visible below the grid. Below the grid is a table of student data with columns for Name, Surname, Reg No., Absences & Ex., Lates, Absence % for range, and Attendance %.

Callout 1: Click on boxes to include or exclude from the report. (Points to the 'Absences & Ex.' and 'Lates' columns in the filter section.)

Callout 2: Select the required reporting periods. (Points to the grid of reporting periods, where red indicates exclusion and green indicates inclusion.)

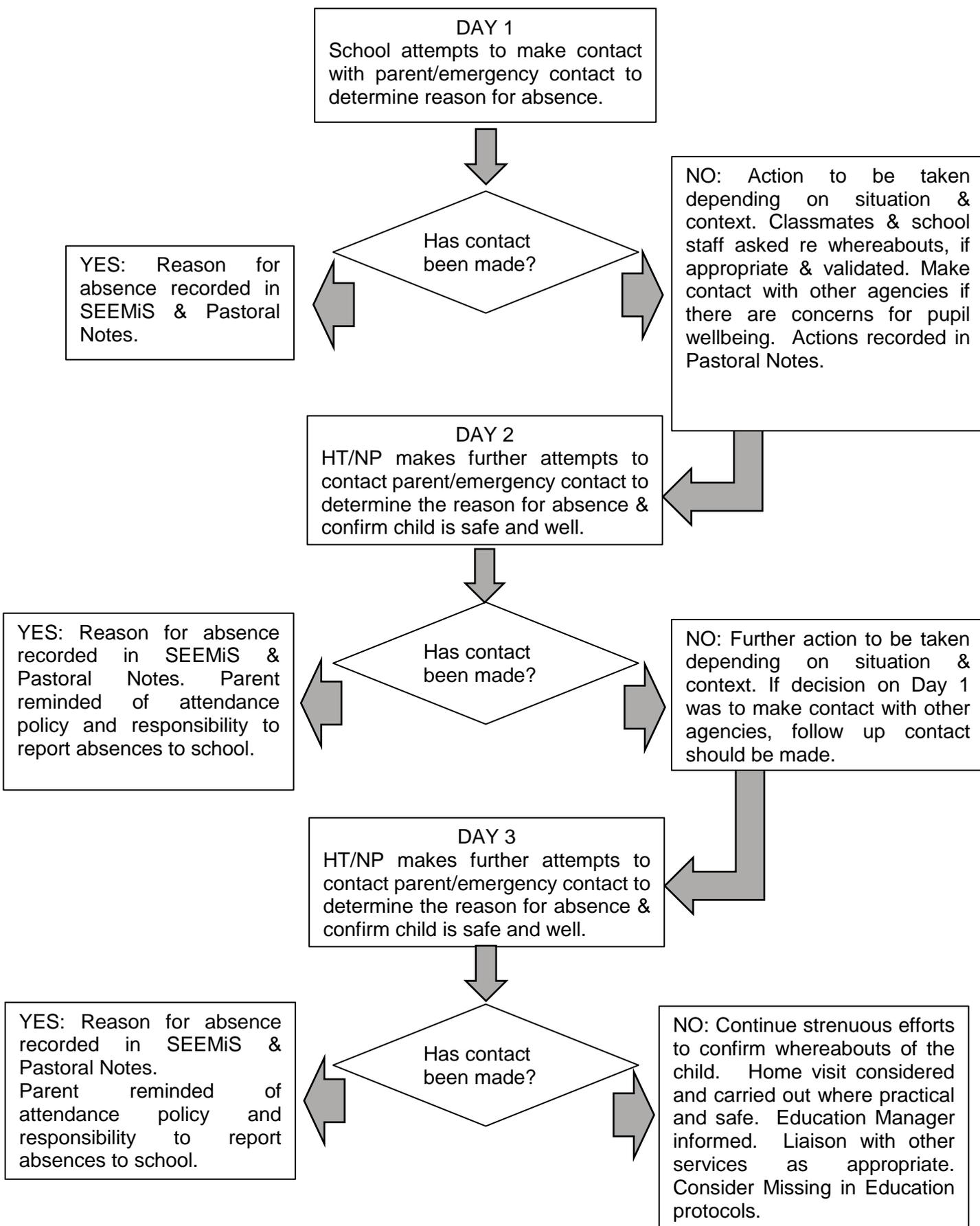
Callout 3: Explanation of what the report will show. (Points to the 'NEW LIST' button.)

| Class | Surname | Reg No. | Absences & Ex. | Lates | Absence % for range | Attendance % |
|-------|----------|---------|----------------|-------|---------------------|--------------|
| Miss | Marcus | 5.1 | 0 | 0 | 100.00 | 98.81 |
| Miss | Marcus | 2.4 | 0 | 0 | 100.00 | 93.44 |
| Paula | Aden | 2.3 | 0 | 0 | 100.00 | 95.73 |
| Paula | Aden | 2.8 | 0 | 0 | 100.00 | 97.68 |
| Mr | Aden | 2.1 | 0 | 0 | 100.00 | 98.31 |
| Paula | Aden | 3.2 | 0 | 0 | 100.00 | 94.26 |
| Paula | Aden | 3.3 | 0 | 0 | 100.00 | 100.00 |
| Paula | Aden | 2.3 | 0 | 0 | 100.00 | 95.76 |
| Paula | Aden | 3.4 | 0 | 0 | 100.00 | 96.28 |
| Mr | Anderson | 2.4 | 0 | 0 | 100.00 | 96.33 |
| Mr | Anderson | 3.3 | 0 | 0 | 100.00 | 100.00 |
| Anna | Anderson | 2.5 | 0 | 0 | 100.00 | 95.73 |
| Paula | Anderson | 3.5 | 0 | 0 | 100.00 | 96.45 |
| Paula | Anderson | 2.5 | 0 | 0 | 100.00 | 96.28 |
| Paula | Anderson | 3.3 | 0 | 0 | 100.00 | 98.89 |
| Paula | Anderson | 3.8 | 0 | 0 | 100.00 | 96.17 |
| Paula | Anderson | 2.3 | 0 | 0 | 100.00 | 96.32 |
| Paula | Anderson | 2.4 | 0 | 0 | 100.00 | 96.32 |
| Paula | Anderson | 3.6 | 0 | 0 | 100.00 | 96.44 |
| Paula | Anderson | 3.8 | 0 | 0 | 100.00 | 98.68 |

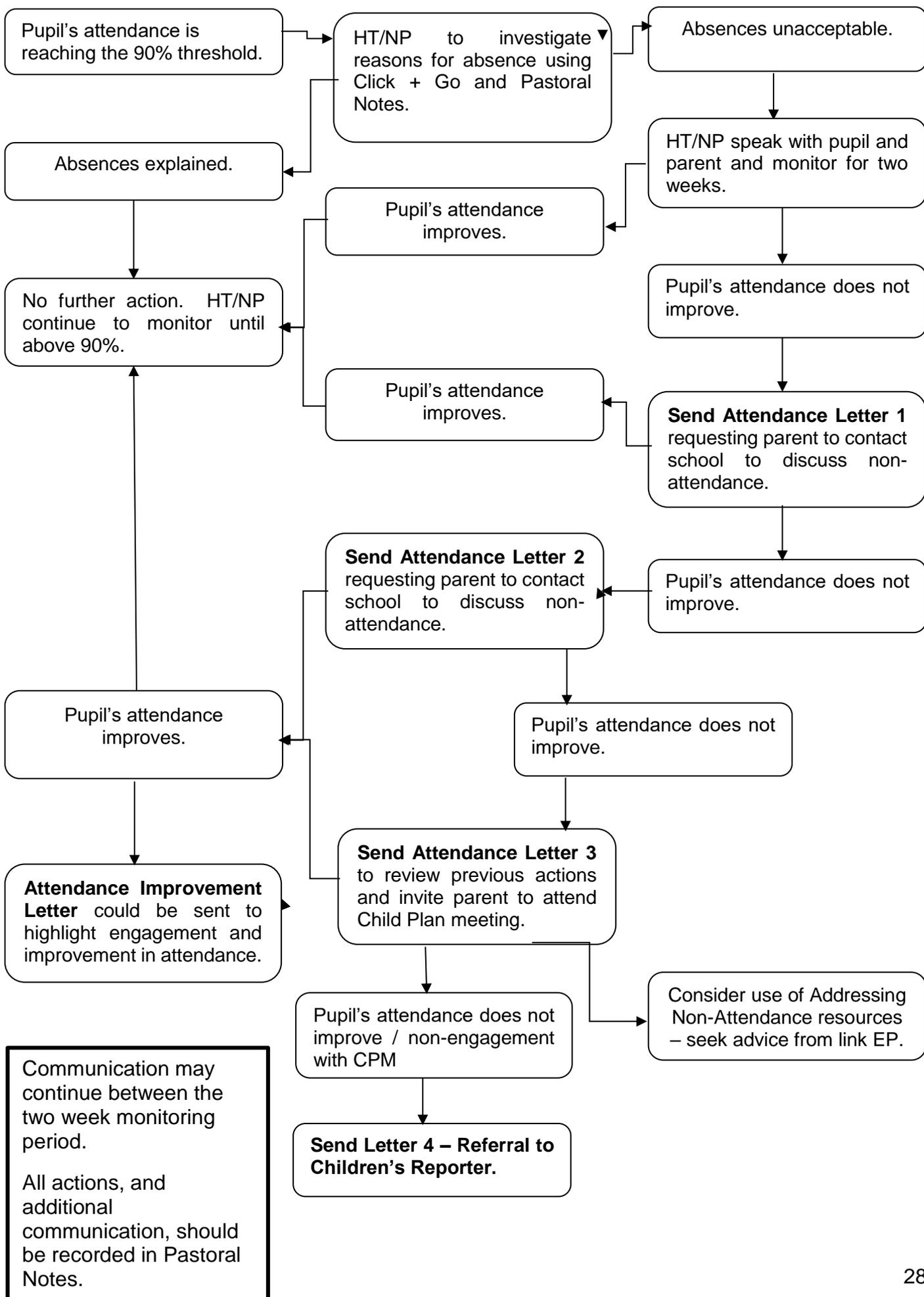
Appendix 3: Checklist of possible strategies to maximise pupil attendance

| | |
|---|--|
| Has school made contact with parent to offer an opportunity to meet to discuss concerns? | |
| Has there been discussion with the pupil by a trusted adult in school about the non-attendance? | |
| Has consideration been given to supporting attendance with an attendance card / target sheet where appropriate? | |
| Have Additional Support Needs been considered? Is the pupil a Young Carer? Have assessments been undertaken or support from relevant personnel requested? | |
| Is there a Child's Plan in place? | |
| Would referral to another agency/service assist in supporting and resolving this situation? | |
| Has the school considered a referral to Community Child Health so that the pupil can be offered a medical, etc.? | |
| With senior pupils, is a flexible learning plan an option? | |
| Is there an issue which can be addressed by provision of free meals, financial assistance with clothing, footwear, etc. where parents are eligible for qualifying benefits? HT should consider SIMD and appropriate deployment of PEF funding. | |
| Are peer group relationships a problem? If so, would club, social group or individual activities help? HT should consider SIMD and appropriate deployment of PEF funding. | |
| Are there domestic circumstances which may be affecting attendance which the school has the resources to change? | |

Appendix 4: Unexplained Absence Flowchart



Appendix 5: Maximising Attendance Flowchart



Appendix 6: Attendance Letter Templates

All letters should be printed on the establishment letterhead provided to you by the authority.

Attendance letter 1

Parent/Carer Name

Parent/Carer Address

Date

Dear Parent/Carer,

Please find attached a copy of <pupil known as>'s attendance for the current session. As you will see, <pupil known as>'s attendance has fallen below 90%.

I realise that you may have informed us of the reasons for <his/her> absences, however it is our duty to inform you that all children and young people have the right to both primary and secondary education and in order for pupils to have the best possible chance of achieving their potential, it is in their best interests to attend school regularly.

Within our local authority, we have a minimum target of 90% attendance for all of our pupils in primary and secondary schools and an expectation that we will work with parents/carers and pupils to achieve this.

If there has been a change in circumstances that we should be aware of that is contributing to this attendance figure, please contact me to discuss this further.

In partnership with you, we want <pupil known as> to achieve <his/her> potential and maintaining positive attendance is vital for this to happen.

Yours sincerely

Head Teacher / Named Person Title

UNCRC Article 28: Children have the right to an education.

Attendance letter 2

Parent/Carer Name

Parent/Carer Address

Date

Dear Parent/Carer

Despite previous correspondence and discussion, I am contacting you again to highlight that <pupil known as>'s attendance at school, regrettably continues to be a cause for concern.

Please find attached a further copy of <pupil known as>'s attendance for the current session. As you will see, <pupil known as>'s attendance is now <%>. I realise that you may have informed us of the reasons for <his/her> absences, however, there is a legal obligation on us to notify you of our concern at this time and to ask you to support us to improve <pupil known as>'s attendance at school.

Children and young people have the right to both primary and secondary education and in order for pupils to have the best possible chance of achieving their potential, it is in their best interests to attend school regularly. Within our local authority, we have a minimum target of 90% attendance for all of our pupils in primary and secondary schools and an expectation that we will work with parents/carers and pupils to achieve this.

In partnership with you, we want <pupil known as> to achieve <his/her> potential and maintaining positive attendance is vital for this to happen. I will be in contact via telephone in the next few days to discuss this matter.

Yours sincerely

Head Teacher / Named Person Title

UNCRC Article 28: Children have the right to an education.

Attendance letter 3

Parent/Carer Name

Parent/Carer Address

Date

Dear Parent/Carer

Despite previous correspondence and discussion and a number of interventions being put in place, I am contacting you again to express concern regarding <pupil known as>'s attendance at school, which regrettably continues to be a cause for concern.

Those writing this letter may wish to detail the specific interventions already tried: e.g. letters, emails, phone calls, visits, FSM, transport etc.

Please find attached a further copy of <pupil known as>'s attendance for the current session. As you will see, <pupil known as>'s attendance is now <%>, significantly below our target of 90%. There is a legal obligation on us to notify you of our concern at this time and to ask you to support us to improve <pupil known as>'s attendance at school.

Children and young people have the right to both primary and secondary education and in order for pupils to have the best possible chance of achieving their potential, it is in their best interests to attend school regularly.

Attempts to improve <pupil known as>'s attendance and to establish a valid reason for this level of absence have been unsuccessful. Therefore I should stress your parental obligation under the Education (Scotland) Act 1980 Part II, Section 35 states that:

"a parent or guardian is guilty of an offence if a child fails, without reasonable excuse, to attend school regularly."

To ensure that we can provide all of the necessary supports, I have organised a Child's Plan Meeting to fully explore the reasons for non-attendance and agree an action plan to improve <pupil known as>'s attendance, in consultation with yourself at the parent/carers.

The details of this meeting are as follows:

Date and Time:

Venue:

Attendees:

If this is not manageable, please contact me to arrange a suitable alternative. You are very welcome to bring someone with you to this meeting to provide you with support if required.

Yours sincerely

Head Teacher / Named Person Title

UNCRC Article 28: Children have the right to an education.

Attendance letter 4

Parent/Carer Name

Parent/Carer Address

Date

Dear Parent/Carer

Despite our previous attempts to support you in bringing about an improvement in <pupil known as>'s school attendance, I am sorry that <his/her> attendance has not yet improved to a satisfactory level.

Children and young people have the right to both primary and secondary education and in order for pupils to have the best possible chance of achieving their potential, it is in their best interests to attend school regularly.

Attempts to improve <pupil known as>'s attendance and to establish a valid reason for this level of absence have been unsuccessful and as a result, we are obligated to take steps to address our concerns via a referral to the Children's Reporter, in terms of Section 36 and 37 of the Education (Scotland) Act 1980. Further information about the role of the reporter can be found here:

<https://www.scra.gov.uk/about-scra/role-of-the-reporter/>

We wish to continue working with you to improve <pupil known as>'s timekeeping, so as named person, I will continue to attempt to make contact with you in order to address the ongoing attendance concerns as fully as possible whilst the Children's Reporter assesses the referral.

Yours sincerely

Head Teacher / Named Person Title

UNCRC Article 28: Children have the right to an education.

Appendix 7: Late coming Letter Templates

All letters should be printed on the establishment letterhead provided to you by the authority.

Late coming Letter 1

Parent/Carer Name

Parent/Carer Address

Date

Dear Parent/Carer

I wish to bring your attention to <pupil known as>'s late coming. <pupil known as> has arrived at school late on <Number of Lates> occasions this session. Within our authority, we define latecoming as follows:

“A pupil will be marked as late if they attend registration (either school or period) after the bell has rung.”

Children and young people have the right to both primary and secondary education and in order for pupils to have the best possible chance of achieving their potential, it is in their best interests to attend school regularly and on time.

When pupils arrive late, they miss out on essential instructions given at the beginning of the lesson. This can significantly reduce achievement, regardless of academic ability. Your child may also feel awkward arriving to the classroom when everyone else is settled. Furthermore, when one pupil arrives late, it disrupts the entire class and the teacher – everyone's education is compromised.

In partnership with you, we want <pupil known as> to achieve <his/her> potential and maintaining positive attendance and punctuality is vital for this to happen. Please contact me if there is anything we can do to support you or your child or if you wish to discuss this matter further.

Yours sincerely

Head Teacher / Named Person Title

UNCRC Article 28: Children have the right to an education.

Late coming Letter 2

Parent/Carer Name

Parent/Carer Address

Date

Dear Parent/Carer

Despite previous correspondence and discussion, I am contacting you again to express concern regarding <pupil known as>'s late coming. <Pupil known as> has arrived at school late on <Number of Lates> occasions this session. Within our authority, we define latecoming as follows:

“A pupil will be marked as late if they attend registration (either school or period) after the bell has rung.”

Children and young people have the right to both primary and secondary education and in order for pupils to have the best possible chance of achieving their potential, it is in their best interests to attend school regularly and on time.

When pupils arrive late, they miss out on essential instructions given at the beginning of the lesson. This can significantly reduce achievement, regardless of academic ability. Your child may also feel awkward arriving to the classroom when everyone else is settled. Furthermore, when one pupil arrives late, it disrupts the entire class and the teacher – everyone's education is compromised.

In partnership with you, we want <pupil known as> to achieve <his/her> potential and maintaining positive attendance and punctuality is vital for this to happen. I will be in contact via telephone in the next few days to discuss this matter.

Yours sincerely

Head Teacher / Named Person Title

UNCRC Article 28: Children have the right to an education.

Late coming Letter 3

Parent/Carer Name

Parent/Carer Address

Date

Dear Parent/Carer

Despite previous correspondence and discussion, I am contacting you again to express concern regarding <pupil known as>'s late coming. <Pupil known as> has arrived at school late on <Number of Lates> occasions this session. Within our authority, we define latecoming as follows:

"A pupil will be marked as late if they attend registration (either school or period) after the bell has rung."

Education (Scotland) Act 2016 Part II, Section 35 states that it is your parental obligation under the:

"a parent or guardian is guilty of an offence if a child fails, without reasonable excuse, to attend school regularly".

To ensure that we can provide all of the necessary supports, I have organised a Child's Plan Meeting to fully explore the reasons for <pupil known as>'s late coming and agree an action plan to improve <pupil known as>'s punctuality, in consultation with yourself at the parent/carer.

The details of this meeting are as follows:

Date and Time:

Venue:

Attendees:

If this is not manageable, please contact me to arrange a suitable alternative.

You are very welcome to bring someone with you to this meeting to provide you with support if required.

Yours sincerely

Head Teacher / Named Person Title

UNCRC Article 28: Children have the right to an education.

Late coming Letter 4

Parent/Carer Name

Parent/Carer Address

Date

Dear Parent/Carer

Despite our previous attempts to support you with <pupil known as>'s late coming, I am sorry that <his/her> punctuality has not yet improved. As a result, we are obligated to take steps to address our concerns via a referral to the Children's Reporter.

Children and young people have the right to both primary and secondary education and in order for pupils to have the best possible chance of achieving their potential, it is in their best interests to attend school regularly and on time.

When pupils arrive late, they miss out on essential instructions given at the beginning of the lesson. This can significantly reduce achievement, regardless of academic ability. Your child may also feel awkward arriving to the classroom when everyone else is settled. Furthermore, when one pupil arrives late, it disrupts the entire class and the teacher – everyone's education is compromised.

Attempts to improve <pupil known as>'s punctuality and to establish a valid reason for this number of late arrivals to school have been unsuccessful. Therefore, as noted above I have no option but to refer this matter to the Children's Reporter in terms of Section 36 and 37 of the Education (Scotland) Act 1980. Further information about the role of the reporter can be found here:

<https://www.scra.gov.uk/about-scra/role-of-the-reporter/>

We wish to continue working with you to improve <pupil known as>'s timekeeping, so as named person, I will continue to attempt to make contact with you in order to address the ongoing timekeeping concerns as fully as possible whilst the Children's Reporter assesses the referral.

Yours sincerely

Head Teacher / Named Person Title

UNCRC Article 28: Children have the right to an education.

Appendix 8: Attendance/late coming improvement letter templates

All letters should be printed on the establishment letterhead provided to you by the authority.

Attendance improvement letter template

Parent/Carer Name

Parent/Carer Address

Date

Dear Parent/Carer

I am writing to inform you that <pupil known as>'s attendance has significantly improved and has now reached < %>. I am delighted that <pupil known as> is now attending school regularly, giving them the best opportunity to reach their potential.

I would like to thank you for your efforts in supporting <pupil known as> to attend school and for your engagement in recent months as we have worked together to bring about an improvement and to secure the best possible outcomes for <pupil known as>.

We will continue to monitor <pupil known as>'s attendance over the coming weeks but hope that no further action will be required. Please do not hesitate to contact me should you have any concerns.

Yours sincerely

Head Teacher / Named Person Title

UNCRC Article 28: Children have the right to an education.

Late coming improvement letter template

Parent/Carer Name

Parent/Carer Address

Date

Dear Parent/Carer

I am writing to inform you that <pupil known as>'s punctuality has significantly improved and <he/she> is attending school/classes on time every day.

I would like to thank you for your efforts in supporting <pupil known as> to attend school and for your engagement in recent months as we have worked together to bring about an improvement and to secure the best possible outcomes for <pupil known as>.

We will continue to monitor <pupil known as>'s timekeeping over the coming weeks but hope that no further action will be required. Please do not hesitate to contact me should you have any concerns.

Yours sincerely

Head Teacher / Named Person Title

UNCRC Article 28: Children have the right to an education.

Contributors

This guidance has been developed by the Maximising Attendance Strategy Group and includes contributions from education staff within Argyll and Bute Council.