



Clermiston Primary Attendance Strategy and Procedures

March 2022

Section 1. Aims and Targets

Good attendance is a key driver of both attainment and wellbeing and it is everyone's responsibility to work to promote this within the school

Our strategy aims to incorporate identified good practice from the CEC thematic review of 2021-22 and outline a realistic and operationally viable procedure to offer support to promote attendance and minimise absence in our school.



- ▶ Whole school approach – clear policy/procedures, all staff aware and involved, parental/pupil awareness
- ▶ School values and relationships strong and clear
- ▶ Close monitoring and tracking - clearly defined roles, period to period, weekly/monthly meetings
- ▶ Staff time allocated and ring fenced
- ▶ Bespoke approaches – translators, knowing the families and barriers
- ▶ Attendance CPM/YPPM
- ▶ Financial support
- ▶ Supported starts/bases/hub//breakfast clubs
- ▶ Home Link team and EWO team

This strategy does not stand alone and should be used in conjunction with other policies – in particular:

- 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)

2. Rights, Roles and Responsibilities

Overall responsibility for managing attendance lies with the Head Teacher. Other roles are outlined below.

Overall responsibility for a child having good attendance in school lies with their Parent(s) and or Carer(s).

It is always assumed that poor attendance or lateness is not the fault of the child unless we have specific information to the contrary.

Our Role(s)	Our Responsibility
All Staff	<p>Reinforce importance of coming to school and being on time.</p> <p>Noticing if pupils are absent, missing activities or late.</p> <p>Praising good attendance, particularly of those who we know do not always attend or may often be late in.</p> <p>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.</p> <p>Never make any comment to the child that attendance and late-coming is 'their fault'.</p>
School Admin/Office Staff	<p>Warmly welcoming our pupils when arriving late, sympathetically asking for a reason, if appropriate to see if any support is needed.</p> <p>Inform school management, where appropriate.</p> <p>Communicating with families to confirm the whereabouts of pupils as part of completion of the daily registration processes.</p> <p>Updating SEEMIS with TBC / Medical / Absence information.</p> <p>Follow up phone calls or emails to identified parents and update registers as required. This will be done by 9.30am each school day.</p> <p>Inform teachers</p>
Teachers	<p>Accurately recording pupil absence and late-coming on registers by 9.00am each morning and after lunch by 1.00pm.</p> <p>Having learner voice centre of learning and ensure pupils have the opportunity to talk privately if they wish to.</p> <p>Discussing attendance with parents and carers, where appropriate, in relation to progress in learning.</p> <p>Inform school Senior Management of any patterns of attendance or late-coming, especially if this is new or out of character.</p>
Head Teacher/ School Senior Management	<p>Promoting the importance of good attendance across the school and school community.</p> <p>Meet monthly to discuss below 85% and actions and supports that may be required.</p> <p>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>Send 'trigger' letters to families below 90% attendance.</p> <p>Maintain records of pupil absence and actions and interventions.</p>

3. Our Procedures

Daily:

Teachers ensure that registers are updated and that information on attendance is recorded accurately. Teachers must take a formal register in the morning and again after lunchtime.

Admin staff - carry out daily checks/calls home for pupils who are not in school and no info has been received. **See flowchart attached.**

Weekly:

Below 85% stats shared at SLT meeting as standing item. Caseload allocated to SLT members. Contact made to parents following a positive script (if necessary). Initially via phone conversation, but alternative approaches may be required – in-person meetings, letters etc. Details and plan for each child to be recorded on shared spreadsheet.

Monthly:

HT and PT review of current cases. Next steps to be decided if cases persist.

HT will promote good attendance with all pupils through assemblies and check in. All staff to promote good attendance with pupils.

Lateness procedures

Our view is that Late is better than Absent and we encourage parents to bring children to school even if they are late.

Late pupils check in at the main school office and are welcomed warmly on arrival and directed to, or taken to class. Children are not questioned about why they are late and there are no sanctions for this.

Children are welcomed warmly by teachers on arrival into classes and given an introduction to the learning that is happening in the class. Children are not questioned about why they are late and there are no sanctions for this.

• How and when attendance concerns are communicated to parents

Attendance is raised with parents if the following applies:

- Sudden, significant unexplained absence
- Attendance drops below, or near to 85% threshold.

In the first instance communication is an attendance letter sent home via the school office with a copy filed in PPR.

At this time a member of SLT will also call home to discuss absence with parent and make brief notes on the Attendance Management Spreadsheet.

If attendance does not improve then these steps will be repeated, but SLT will inform parents that a referral will be made with regards to poor attendance.

4. Strategies for promoting attendance and manage absence

Considering:

Top tips for parents
The school environment
Curriculum

Fridays. Although Friday is a half day it has to be an effective day, a day that children and parents see as having value in terms of attendance.

5. Monitoring and Evaluation

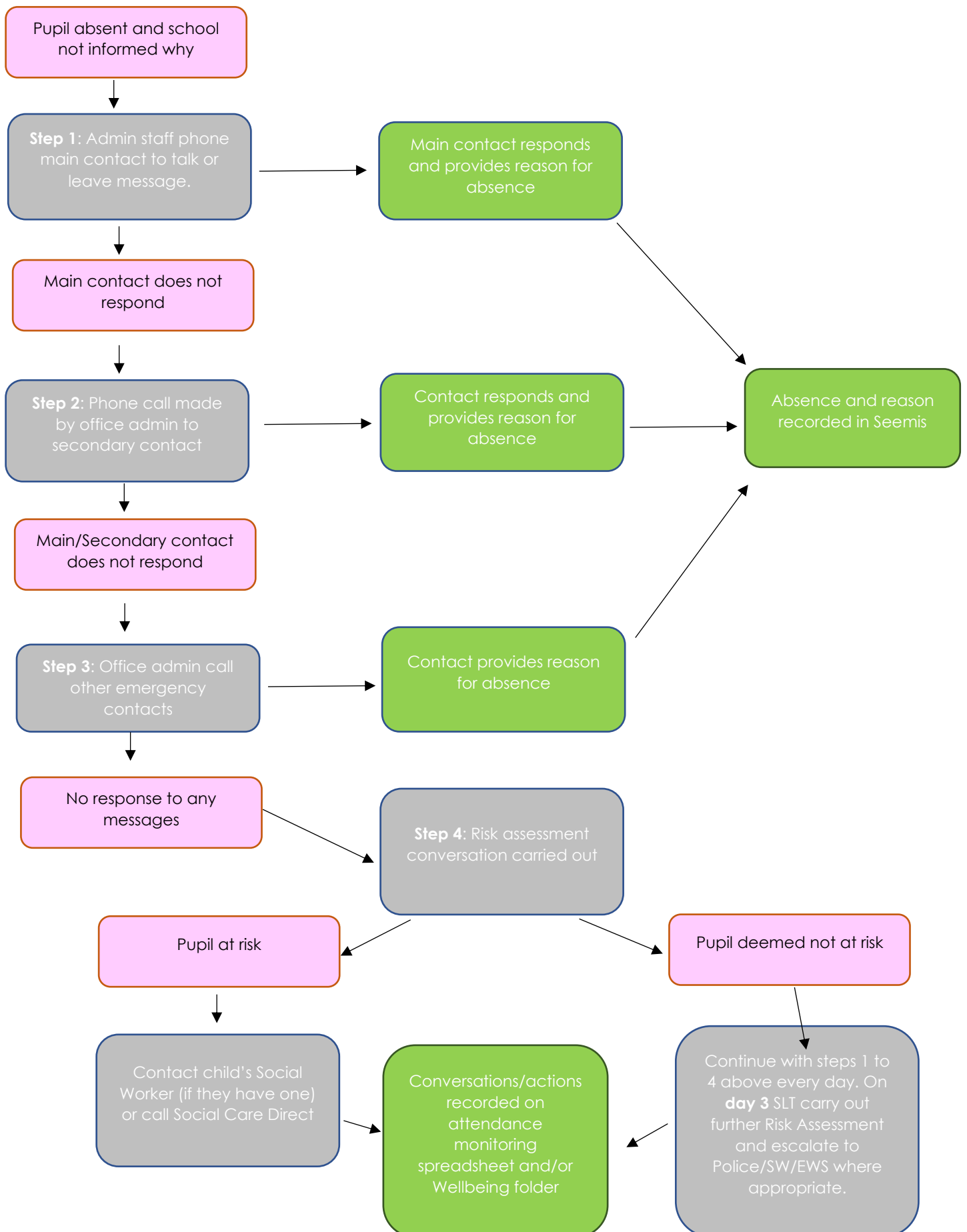
This will be done via the Attendance Management Spreadsheet and by HT and PT at Monthly Meeting

More detailed monitoring and evaluation for individual pupils will be detailed in the Attendance Tracking Spreadsheet.

Appendix A

Clermiston Primary School

Unexplained Pupil Absence Flowchart



Appendix B

Positive Script for attendance conversations. This can be adapted to suit:

Hi, it's _____ from Clermiston Primary here and I'm just phoning to have a chat through _____'s attendance if that's okay.

I've noticed that:

Attendance is below 85%

There is an absence pattern

There are a significant number of lates.

I want to make you aware that absence of this kind has a significant impact on learning and wellbeing and I'm wondering if there are any supports or advice I can give?

[Listen to parent/carer's information and views]

Thanks very much for talking this through with me. We're going to be monitoring _____'s attendance weekly for the immediate future. Attendance at school really is one of the best ways to help your child succeed and hopefully we'll be seeing an improvement in this. For instance, we would say that _____ is not currently on track with their learning in (e.g.) numeracy and reading, but we are confident that they would be with much better attendance.

Thanks for talking this through with me.