



Trinity Academy

Attendance and Punctuality Policy and Procedures

Attendance Matters – Every Student, Everyday

The link between attainment, achievement, attendance and health and wellbeing is well proven in establishing a positive ethos in schools. We are committed to working with the whole school community to ensure all our pupils attend school regularly.

Aims and Targets

- To improve attendance and punctuality rates for all year groups, aiming for 95%+ attendance
- To support persistent absenteeism and those struggling to attend school
- To clarify roles and responsibilities of staff in monitoring and tracking attendance and punctuality of pupils
- To make certain that attendance is a priority for pupils, parents and staff to ensure that all pupils are successful learners, confident individuals, responsible citizens and effective contributors
- Ensure accurate recording of pupils' attendance and absence in accordance with Scottish Government guidance

Rights, Roles and Responsibilities

Accurate and timely recording of attendance and absence is a key responsibility of all staff in school. These procedures aim to ensure a high level of safe-guarding and will help to identify pupils who are absent from classes throughout the school day, allowing appropriate action to be taken at the earliest opportunity.

Parent/Carers

As part of the school's safeguarding procedures, parents/carers are asked to contact the school via the school Absence Line (Tel 470 5050 option 1) if their child is going to be absent, giving a reason for this absence.

If a parent/carers has not advised the school that their child will be absent then it is assumed they are unaware of the absence and that their child is missing or truanting. This is recorded as unauthorised until an explanation is received.

Family Holidays during Term Time

The majority of family holidays taken during term time are categorised as *Unauthorised Absence (G)*. However, it is acceptable under exceptional circumstances, and provided the parent/carers has made a written request to the Head Teacher, for schools to authorise a family holiday of not more than two weeks duration, during term time. Such circumstances are coded as (E) and only include:

- Constraints to parental annual leave due to the nature of employment of one or both parents eg. military, police.
- 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.

Care Experienced Children and Young people

Promoting the attendance of care experienced children and young people is a local authority priority. We have a system for tracking the attendance of care experienced learners. This includes a monthly update to any allocated social worker along with a summary of achievements.

Children Missing from Education

The Education Welfare Service will support schools to investigate unexplained absences. This is likely to include;

- a) making contact with those named in Emergency contact details held in the school
 - b) enquiries with known friends or family
 - c) enquiries with neighbours
 - d) where appropriate enquiries with social work and housing
- In all instances, if a pupil has been absent for four consecutive weeks and, despite vigorous checks by school and the Education Welfare Service, it has not been possible to trace the family, a referral will be made to Children Missing from Education (CME) in order to continue the search for the missing pupil on a national level.

School Procedures

Morning Registration

When taking the morning register the **General Registration** page on SEEMIS should be used. If SEEMIS is unavailable a paper copy should be sent to the school office at 8.35am.

Admin staff, or the Attendance Officer, will enter the codes for pupils whose parents have notified absences in advance or when pupils are absent for other reasons, eg excursions, music lessons, School of Rugby etc

If a pupil is absent from morning registration, without a reason:

- Parents/carers will be contacted no later than 9.30am on the first day of absence. SEEMIS register is updated as explanations are received. If attempts to contact the parent are unsuccessful then emergency contacts will be used.
- A pupil is considered absent if they fail to attend school for a period greater than half of the morning or afternoon session. This will affect their percentage attendance.

Unexplained Absences

- On the **third** morning of an unexplained absence, Register Teachers should make the appropriate Pupil Support Leader aware of this. They will then follow this up.
- Pupil Support should also be alerted if a pupil has been marked as SEL (sick – self certificated) for more than 2 weeks as additional support for the pupil may be required.
- An Absence Enquiry letter / text will be sent to parents/carers of pupils who have not given a reason for absence after returning to school. This will be followed with a phone call.

Pupils Arriving Late to School

- **Pupils who arrive after 8.35am**
Pupils who arrive after 8.35am **must** sign in at the school office and collect a blue late slip to take to their class teacher. They will be marked late (LAT) and a text message will be sent home alerting their parent/carer of this.
- If a pupil arrives late during period 1 and does not have a blue late slip, the class teacher should ask them to report to the school office to sign in. Failure to do this will result in an absence text being sent home.

Period by Period Registration

- All class teachers must record the attendance of their classes on SEEMiS, period by period, using **Registration** or **My Menu**, within the first 10 minutes of the lesson starting.
- Admin staff / Attendance Officer will record appropriate codes in SEEMiS as and when these are received through communication with home.
- Class teachers should not override any codes already in SEEMiS eg SEL, PER, SCH, unless the pupil has returned to class and this can then be recorded as present.
- **PE** and **DT** paper registers should be sent to the Attendance Officer for updating within the first 10 minutes of the lesson if on site. If PE Lessons are at Bangholm the register should be handed in before leaving for Bangholm.

Cover Teachers / Supply Teachers

For teachers covering for another teacher, the register can be taken by accessing the teacher's register on SEEMiS – use **Cover Registration**. Pre-printed registers should also be kept in a prominent place in class and can be used in the event of the failure of SEEMiS or for supply teachers. Paper copies should be sent to the Attendance Officer updating.

See Appendix 1 - Responsibility of staff

Pupils Missing from Class

All anomalies will be followed up by the Attendance Officer, period by period.

- If a pupil has an appointment during the school day, the parent/carer must communicate this to school via a note, email or phone call and SEEMiS will be updated accordingly.
- No pupil should leave the school during the school day without permission. If a pupil is unwell, Welfare staff or the Attendance Officer will contact home and update SEEMiS accordingly. Where truancy is suspected or a pattern of absence emerges the pupil should be referred to the relevant Pupil Support Leader.
- If a student's attendance status changes during the school day, eg they go from Present to TBC on completion of the class register, this should be communicated to Admin for follow up using the Tri-Attendance email address. TRI-Attendance TRI-Attendance@ea.edin.sch.uk. This allows us to quickly identify missing students and ascertain whether this is due to truancy or an error. This procedure offers greater protection to potentially vulnerable students.
- If a pupil arrives late to your class, after you have completed your register, please change the TBC to present.
- Parents/carers are contacted as soon as an absence is noted to ensure that immediate action can be taken to find any pupils "missing" from school.
- A phone call (or text) to parents/carers to inform them that their child is missing from class. If a parent states that their child is in school, but we know that they are not in class, we will ask them to contact their child and ask them to report to the school office.

- If a pupil is not in school and parent has not responded, we will check with emergency contacts and, if no response, review with CP coordinator re next steps.
- Allocated social workers will be notified by PSL/DHT, by telephone, of the absence of any child who is Looked After or on the Council's Child Protection Register
- PSLs will check attendance anomalies at the end of each day and take any other action as appropriate.

See Appendix 2 – Secondary Period by Period Monitoring Flowchart

Promoting and Improving Attendance

- Pupil attendance is discussed at weekly Pupil Support meetings with the Education Welfare Officer (EWO). In all situations if a pupil's attendance drops below 85% and the school is not able to resolve this, the education welfare service will be alerted and consideration will be given to initiating the GIRFEC assessment and planning process. See Appendix 3 – "Everyday Counts"
- The CEC Home Link Support Staff may also be used to target support for young people whose attendance is between 85-90%, as an early intervention support.
- The Attendance Officer will maintain a spreadsheet detailing all anomalies and how these were resolved. This will help to identify any patterns in non-attendance eg persistently missing from a particular subject. This information will be shared with PSLs for appropriate action.
- The Attendance Officer will generate custom reports each Friday for consideration at Pupil Support/EWO weekly meetings.
- Consideration is given to the reintegration of any pupil who has been absent for an extended period of time. This may include a planned phased return or flexible timetable; support within the school SfL base; use of a safe space; 1-1 or group support from a partner agency.
- For some young people, an alternative timetable may be more beneficial and this may include a reduced number of school subjects, vocational opportunities, college, work experience, voluntary work or other group activities.

See Appendix 4 – Staged interventions

Other incentives are currently being considered and these will be shared once they have been agreed.

Monitoring and Evaluation

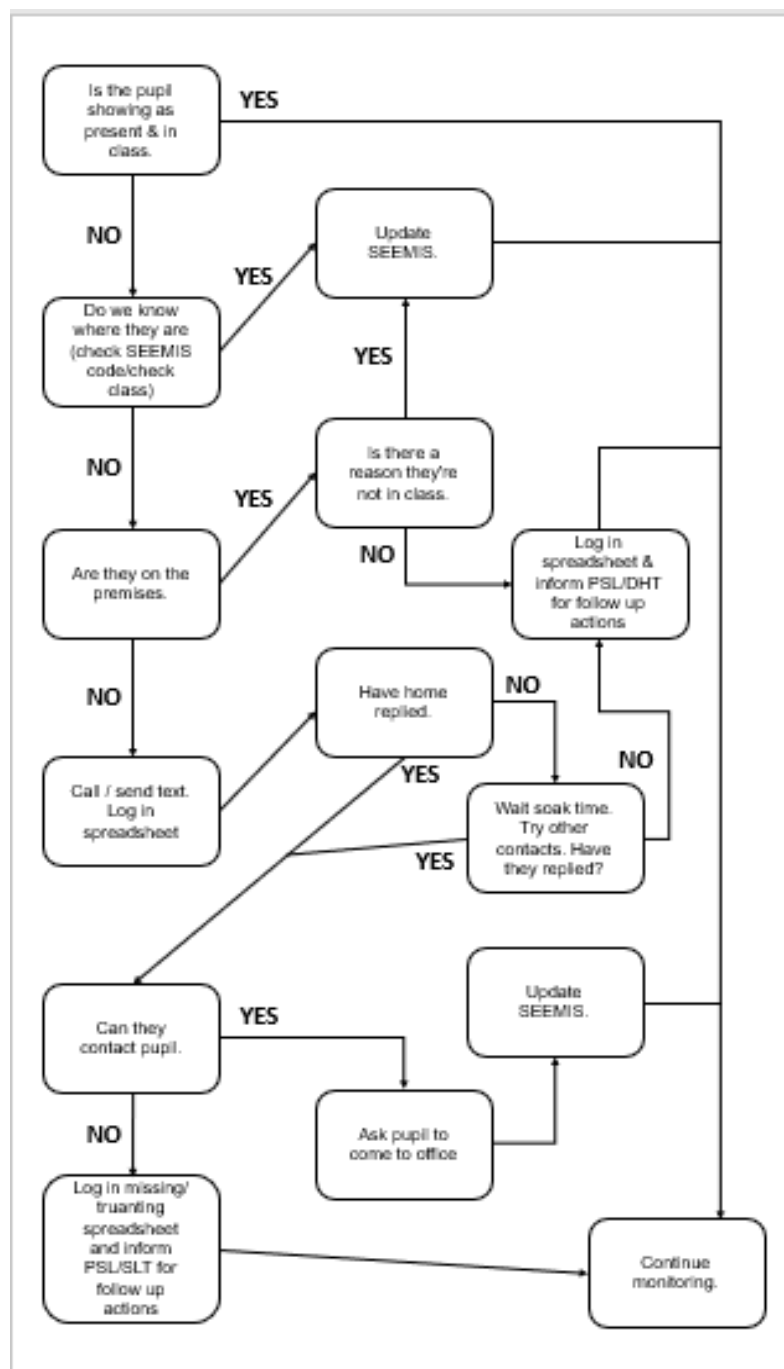
School attendance is measured centrally and ragged to monitor improvements based on a school SIMD profile. We set our own attendance target annually based on this data and monitor progress in relation to this regularly throughout the session, in discussion with all relevant staff and our QIEO

See Appendix 5 – School Overall Attendance Target

Appendix 1
Responsibility of Staff

Attendance Procedure	Staff Responsible
Pupils registered in General Registration at morning registration	Register Teachers
On the third morning of an unexplained absence, Register Teachers should make the appropriate Pupil Support Leader aware of this. They will then follow this up.	Register Teachers PSLs
Pupil Support should also be alerted if a pupil has been marked as SEL (sick – self certificated) for more than 2 weeks	Register Teachers
TBC texts sent to parents for any pupil absent at Registration (By 9.30AM)	Admin / Attendance Officer
Pupils registered period by period in Registration or Cover Registration if on class cover for absent staff	Class teachers
Notification to TRI-Attendance@ea.edin.sch.uk of any pupil whose absence status has changed to TBC from the previous period	Class Teachers
Call or text home to ascertain whereabouts of pupil with changed absence status	Attendance Officer/PSL
Monitoring of Anomalies Report	Attendance Officer / PSL / DHT
Absence Enquiry Letter sent to parents of pupils who have not supplied an absence note 1 week after return to school	Attendance Officer / PSL
Call home to parents who do not respond to absence letters	PSL
Discussion with EWO/SCD re further action on non-attendance	PSL

• Appendix 2 –Period by Period Monitoring Flowchart



- Appendix 3 – “Everyday Counts”

%	School days missed Over 1 school year	Outlook for your child	
100%	0 days	Excellent	Gives your child the best chance of success
95%	9 days of absence or 1 week and 4 days learning missed	Satisfactory	
90%	19 days of absence missed or 4 weeks and 4 days learning missed	Poor	Less chance of success. Makes it harder to progress
85%	27 days of absence missed Or 5 weeks and 3 days of learning missed <u>*Almost half a term missed*</u>	Very poor	
80%	36 days of absence missed Or 7 weeks and 3 days of learning missed <u>*Half a term missed*</u>	Unacceptable	
75%	45 days of absence missed Or 9 weeks and 1 day of learning missed <i>*Almost 1 whole term missed*</i>	Unacceptable	Serious implications on Learning and Progress

Appendix 4

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"> Information gathering - use of GIRFEC tools and profile of attendance difficulties Solution-focused planning meeting involving pupil and parents Identify and implement appropriate intervention Review progress and update action plan
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 Pupil Support Staff: <ul style="list-style-type: none"> Monitor attendance data regularly Discuss concerns with pupil and parent at earliest opportunity Home Link Support Unexplained absence should result in absence enquiry letter to parents with contact details of member of staff who can offer support. <i>NB Standard letters are available on SEEMIS which can be adapted by schools.</i>
Promoting School Attendance for all pupils to ensure they are included, engaged and involved Promoting positive parental involvement Pastoral support Promoting health and well-being Positive behaviour approaches – restorative practice, solution-orientated schools Reward systems Learner engagement curricular flexibility links with FE and voluntary organisations Buddying and mentoring systems	

Appendix 5

School Overall Attendance Target

Session

Secondary

Year Group	Session	Session	Session	Session	Session
S1					
S2					
S3					
S4					
S5					
S6					

Data Interpretation:

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Next steps to address any attendance challenges:

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School Attendance Target for Following Session (agreed with QIEO):

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