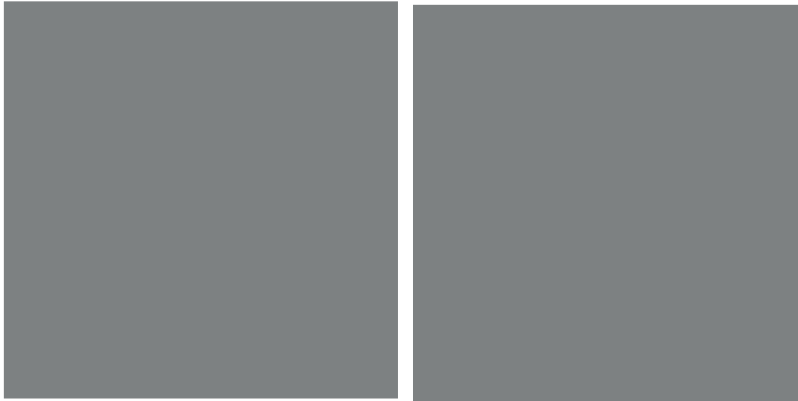




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Attendance Policy and Guidance for Education and ELC Settings



Education and Learning

Introduction

Perth & Kinross Council's guidance on school and ELC attendance has been revised to take account of the updated national guidance in relation to attendance, 'Included, Engaged and Involved Part 1: A Positive Approach to the Promotion and Management of Attendance in Scottish Schools' (2019). It includes a refreshed focus on early intervention, a response to individual need in line with the principles of Getting it Right for Every Child (GIRFEC). The national guidance emphasises the need for learning establishments to create the conditions for inclusion through effective learning and teaching, promoting positive relationships and behaviour, and employing preventative approaches which promote positive attendance. Therefore, this guidance should be implemented alongside other Education and ELC policy and guidance, to create the conditions to foster inclusion of all children and young people in Perth and Kinross Council schools.

This guidance applies to children and young people who are enrolled in a Perth and Kinross school and will be relevant to the parents and families of those children and young people, staff in schools, the Education and Learning Service and other agencies who support our children and young people and families.

Excellent attendance at school is important to allow children and young people to fulfil their potential and for them to have the best possible start in life. As an Education Authority, we aspire for 100% attendance for all our children and young people. Perth and Kinross Council are committed to improve attendance and expect attendance of 96% in primary and 92% in secondary.

The guidance is set out in two sections which can be accessed through the following links:

[Part 1 - Policy](#) which explains the expectations of our schools and ELC settings and the legal basis and parameters relating to the promotion and management of attendance.

[Part 2 – Procedures](#) which provides some easy-to-follow flowcharts and checklists to help school staff manage any arising attendance barriers and difficulties. The Appendices hyperlinked in Part 2 provide copies of the template letters available on SEEMiS, the list of SEEMiS attendance and absence codes.

The aim of this policy and related procedures is to:

- improve overall attendance and punctuality of all pupils at school;
- make good attendance and punctuality a priority for all those associated with schools including parents, children, teachers, and support staff and partner agencies enabling all our children to become successful learners, confident individuals, responsible citizens, and effective contributors;
- ensure consistency in supporting and challenging all barriers to attendance and absence; and
- ensure the accurate recording of pupils' attendance and absence in accordance with Scottish Government guidance. ([Included, engaged and involved part 1: promoting and managing school attendance - gov.scot \(www.gov.scot\)](#))

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Attendance Policy and Guidance for Education and ELC Settings

Part 1



Attendance Guidance for Schools Part 1: Policy

1. Background

Good attendance and engagement are linked to higher levels of participation, attainment, wellbeing and ultimately future opportunities for children and young people. The impact of non-attendance and non-engagement significantly increases gaps in knowledge and understanding and can lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progression and the likelihood of young people leaving school without securing a positive destination. For some, situations arise that present particular challenges which may impact negatively on attendance and engagement. Attendance at school should be approached within the wider Getting it Right for Every Child (GIRFEC) approach, considering the holistic needs of the child/young person.

When assessment, planning and action are needed to support a child or young person's attendance, the Staged Intervention Framework for Attendance (SIFA) [Staged Intervention Framework for Attendance \(sharepoint.com\)](#) and the ASN Assessment Framework [Schools, additional support](#) are used to support the identification of barriers and planning to address any known additional support needs. The quality of assessment undertaken in order to understand the reasons for non-attendance is crucial in formulating an appropriate plan for intervention. Using SIFA and the Assessment Framework in a consistent way, allows plan partners to construct, implement and review plans for children and young people to ensure the appropriate supports are in place.

It is necessary to consider attendance in conjunction with legislation, national and local policy, and guidance in the section below:

Education (Scotland) Act 1980, Section 30

parents are obligated to ensure their school-age children receive an appropriate and effective education, tailored to the child's age, capabilities, and interests. This can be achieved through regular attendance at a public school or via alternative educational methods.

Education (Scotland) Act 1980, Section 135

defines a 'parent' as encompassing a guardian or any individual who holds parental responsibilities for, or is involved in the care of, a child or young person

The Standards in Scotland's Schools etc. Act 2000, section 1

explicitly affirms that every child of school age is entitled to receive school education provided directly by, or through agreements facilitated by, an education authority. This provision enacts the principles of Article 28 from the United Nations Convention on the Rights of the Child

The Education (Additional Support for Learning) (Scotland) Act 2004 requires education authorities and other agencies to make adequate provision for all pupils who require additional support to overcome barriers to their learning. Providing additional support may help children and young people to engage more fully with school and promote good attendance.

Supporting Children’s Learning; Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) Code of Practice (Third Edition) 2017 sets out the responsibilities of all Education and Children’s Services employees, as part of the Council as education authority, to promote high levels of attendance for those children and young people who have additional support needs.

The Equality Act 2010 provides a legal framework that schools must follow to ensure they do not discriminate against pupils based on any of the protected characteristics. The technical guidance for schools under the Equality Act 2010 includes, monitoring of attendance levels across different groups of pupils to identify signs of potential discrimination or where targeted interventions may be necessary.

The National Guidance for Child Protection in Scotland (2014) (refreshed) recognises that children and young people are at greater risk when not in school, including those who do not remain on school premises after initial registration.

The Children and Young People (Scotland) Act 2014, (Part 9) sets out the role of all staff, as corporate parents, to promote school attendance for Looked After Children.

Included, Engaged, and Involved (2019), Part 1, seeks to explore and address wider issues around the promotion and management of good attendance and the prevention and reduction of absence. In addition to this it seeks to make stronger links between absence and the protection of children.

Perth and Kinross Council’s Children Missing from Education Policy (2023) applies to children who are on a school roll but disappear from view and sets out clear protocol for management of these cases.

Vulnerability of all children and young people in relation to non-attendance must be considered within the context of risk of significant harm and wellbeing concerns. Increased vulnerability is recognised but not exclusive to the list below nor is this list exhaustive, for children who:

- are care experienced;
- are on the Child Protection Register;
- are the subject of child protection or wellbeing concerns;
- have Additional Support Needs;
- are considered to have a protected characteristic;
- are open to Children’s Social Work or Health
- are a Young Carer;

Where school or ELC staff have any concerns of a child protection nature, please refer to, and follow Child Protection Procedures.

Staged Level of Intervention Framework (2023) (link to be added)

2. Education Authority and Parental Duties

Parental Duty

The Education (Scotland) Act 1980 is clear regarding the legal duty of parents in relation to school attendance. They are required to ensure that their child attends an education authority school or make alternative arrangements, such as private education or home education.

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

Where a child attends an education authority school and then fails to attend, without a reasonable excuse, the parent is guilty of an offence.

An Education Authority will require to make a judgement about whether an absence is one which is ‘reasonable’ and ‘unreasonable’, having regard to guidance.

Education Authority Duty

It is a criminal offence for a child to fail to attend school without reasonable excuse, therefore the education authority is required to seek explanations for their child or young person’s absence from school . A parent can be required to attend an Attendance Sub-Committee ([Information leaflet](#)) meeting to explain the absence and this process can result in a range of outcomes.

In very limited circumstances, a pupil can be granted an exemption from the obligation to attend school. This is to enable a young person over 14 to give assistance at home where there would be exceptional hardship caused by them attending school (Education (Scotland) Act 1980, Section 34(1)). Where the circumstances arise from the illness or infirmity of a member of the child or young person’s family, the education authority has a duty, in so far as is practicable and without undue delay, to make special arrangements for the education of those children and young people

Separately, where a child or young person is unable to attend school due to their own prolonged ill health the education authority has a duty, in so far as is practicable and without undue delay, to make special arrangements for the education of those children and young people. In cases where there are other exceptional circumstances which mean that a child or young person is unable to attend, or it would be unreasonable for them to be expected to attend, then the education authority can make special arrangements, although there is no requirement to do so.

In such circumstances, where a school believes a child or young person is too ill to attend ([Education of children unable to attend school due to ill health: guidance - gov.scot \(www.gov.scot\)](http://www.gov.scot/Topics/education/children/illhealth)) schools and ELCs should discuss this with your link Inclusion QIO.

3. Definition of Attendance/Absence

Attendance is described as participation in a programme of educational activities arranged and agreed by the school, which includes:

- attendance at school;
- learning out with the school provided by a college,
- Extended Support or other learning provider while still on the roll of the school;
- educational visits, day, and residential visits to outdoor centres;
- interviews and visits relating to further and higher education or careers events;
- debates, sports, musical or drama activities in conjunction with the school;
- activities in connection with psychological services, learning or behaviour support;
- receiving tuition via hospital or outreach teaching services;
- work experience.

Authorised Absence

Schools may authorise absence when they are satisfied by a legitimate reason, provided usually by the parent / carer or self-certified (via a note, email, or phone call) or which may be provided by another service provider (via a note, appointment card or phone call), such as:

- Illness where it has been determined that the child or young person is unable to engage with learning at this time (including ongoing mental health concerns);
- Medical and dental appointments to be recorded in separate category;
- Meetings prior to, and during court appearances and other legal processes;
- Attendance at, or in connection with, a Children's Hearing or Looked After Child Review, or appointment with another service provider, e.g., social worker;
- Religious observance;
- Bereavement;
- Weddings or funerals of close friends and family;
- Arranged absence in relation to children in Gypsy/Traveller families;
- Participation in non-school debates, sports, musical or drama activities agreed by the school;
- Lack of transport - including due to bad weather;
- Family exceptional domestic circumstances or trauma;
- Period of exclusion
- Extended leave with parental consent including some young carer activities (see below).

For children and young people who are care experienced, the authorisation of absence for exceptional domestic circumstances should be considered carefully with multi-agency partners to consider whether absence from school is in fact beneficial. The school and partners should ensure that appropriate supports are in place.

Extended leave with parental consent, which is recorded as authorised absence may include the following circumstances:

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

A family holiday information leaflet for parents is attached to this guidance ([Family holiday leaflet](#)).

Unauthorised Absence

Schools must record absence as unauthorised when there is no satisfactory reason provided. Such absence is likely to include:

- most family holidays (see above);
- parent-condoned absence where the school does not believe there is a satisfactory reason for absence;
- truancy, with or without the knowledge of the parent;
- all other unexplained absence unless a satisfactory explanation is subsequently provided
- exceptional domestic circumstances
- during disputes, such as relating to the return of a child or young person after an exclusion.

School Exclusions

Exclusions are imposed by the school or by the authority and therefore there is a requirement to record and report these separately from other types of absence ([Fostering-Inclusion-Reducing-Exclusion/pdf/Guidance](#)).

4. Further Considerations and Adjustments

Diverse School Communities

Some groups of children and young people may require authorised absence because of their religious or cultural practices:

Gypsy Travellers may travel, as part of their tradition, because of family connections or work commitments. Their absence is authorised at their 'base schools' (i.e. the school the child or young person attends for most of the year). However, these children and young people may enrol, temporarily, in other schools as they travel. These schools provide attendance information to be entered at the 'base school' to ensure completeness of data. Children and young people of all faiths can take authorised absence to enable them to participate in religious observance.

- In some cultures, family weddings or funerals are major events that may require children and young people to travel (e.g., overseas) or to participate in extended

preparations. If an absence lasts for more than four weeks, the school will normally have the right to treat the child as withdrawn from school and remove the child or young person from the roll. However, in these circumstances, children and young people should be considered as being on 'Extended Leave with Parental Consent', which allows them to remain on the school register ready for their return.

- Within Perth and Kinross there are a number of groups from a migrant background who may choose to return to their homeland for extended periods of time. The school attendance record of children and young people, in such situations, should be entered as "Extended Leave with Parental Consent".
- Children and young people with a parent serving in the Armed Forces may be unable to take holidays with parents during normal school holiday periods. In these circumstances, children and young people going on holiday should be considered as 'Extended Leave with Parental Consent'.

In all the above cases, staff will be best placed to judge the school's most appropriate response to requests for absence to be authorised, if they have positive relationships with families and are aware of their local community. In some circumstances, where concerns arise, it may be appropriate to refer through the Children Missing in Education procedures.

Providing for Children and Young People During Long-Term Illness

Education authorities are required to make arrangements to support learning for children or young people with prolonged ill-health (Section 14 of the Education (Scotland) Act 1980). Where appropriate provision is in place, schools may record this as attendance. Where the child or young person's provision is not yet in place this is still categorised as authorised absence. The local authority must actively be making alternative arrangements to ensure that children and young people can access education. Where schools maintain contact with children or young people and parents, arrangements to support learning during absence and on return to school can make a positive difference. Such action will assist children and young people to progress, limiting the setbacks the disruption may cause, and helping them settle quickly, with their peers, on return. Further guidance is available in Guidance on Education of Children Absent From School Through Ill Health – ([Guidance on education for children and young people unable to attend school due to ill health \(www.gov.scot\)](http://www.gov.scot)).

If a school has been unable to provide education for a child or young person in this situation, the case should be referred to the ASN Panel as a matter of urgency. In cases of concern Headteachers should contact the Quality Improvement Officer (Inclusion) directly.

5. Recording of Attendance, Absence and Lateness

All schools are required to keep an attendance register of every pupil (Schools General (Scotland) Regulations 1975). Perth and Kinross Council schools use SEEMiS to record data relating to pupil attendance and punctuality. Codes for use when recording attendance/absence and lateness in SEEMiS are included on appendix 4

Every absence is categorised as either authorised or unauthorised. Accurate records are vital in ensuring that children and young people are safe and protected and in the event of legal action involving parents/carers.

A pupil's absence shall be recorded as authorised where the education authority consider that they are absent with reasonable excuse otherwise such absence shall be recorded as unauthorised.

It is important to accurately record emotionally based absence or refusal to attend, with code RFS, to ensure that any emerging patterns can be identified and supported as soon as possible. Emotionally based absence or refusal to attend, should not be recorded as medical or authorised absence, as this often masks difficulties that are arising and can often result in entrenched patterns of non-attendance.

There is no legal requirement for children to attend nursery school, however all pupils enrolled in Perth and Kinross Council's Early Learning and Childcare provision will be subject to the same attendance monitoring routines as those attending Primary school. This does not mean that parents/carers will be subject to Attendance procedures for non-attendance of a nursery aged child but that their attendance will be monitored.

All named persons, guidance, and school office staff, who monitor attendance should be aware of all children and young people identified as being vulnerable (secondary schools should have vulnerable children and young people highlighted to the class teacher undertaking the register within SEEMiS), to enable them to act upon absences swiftly to reduce risk. Completing an attendance register is the responsibility of the class teacher or designated nursery staff. This includes visiting specialist teachers, supply teachers and 'cover' teachers.

In Primary schools, attendance must be recorded on SEEMiS twice per day, first thing each morning and again after lunch, within 15 minutes of the start time. An accurate register of the attendance of nursery aged children must be taken at the beginning of each session.

In Secondary Schools, period by period attendance must be recorded within 10 minutes of the start time on SEEMiS, enabling the early identification of children and young people whose whereabouts are unknown.

In situations where staff are unable to access SEEMiS, a paper copy of the register should be completed within the first ten minutes of the agreed start time and the office contacted to alert to any absences.

For all children and young people who have an agreed alternative curriculum where learning may be delivered out with school by other providers the onus is on the provider to contact the school when the pupil is absent or late. It is the responsibility of the school to put in place an agreement with the provider and within this agreement it must be documented that:

- registration should be completed within the first 10 minutes to allow for early follow up of missing pupils;
- if a pupil is absent from an alternative provision and reappears, school must be informed; and
- the school office will record period by period attendance for secondary aged pupils for the agreed duration of the alternative provision.

Examples of this would be, but not exhaustive, attendance at Navigate, Connections, work experience placement, college, support interventions that take place out with the education setting.

6. Managing attendance and absence

Absence during the school day:

At times, pupils will become absent from school during the school day for a variety of reasons.

Should a pupil have to leave school during the day (e.g., to attend a hospital appointment), they must provide an explanation to ensure that the school knows the time that they will be collected, who they will be collected by and at what time they are due to return. If the parent/carer wishes the child or young person to travel unaccompanied to the appointment, this should be explained. Explanations may take the form of a written note, email, text, or telephone call. Where concerns exist about the authenticity of explanations received, schools should follow up accordingly.

Young People Over the age of 16:

When a young person is aged 16 years and above, they are deemed responsible for their education and can thus self-certify for absences. However, where they are considered to be a vulnerable young person, professionals must carefully consider any risks to the young person and their capacity to self-certify. Where there is a concern about a young person's capacity to self-certify, this should be discussed with a parent or seek advice from PKC legal services. A record of this must be made. Each school should develop a clear system of signing in and signing out of pupils to ensure that staff know who is present in the building at any one time.

Unexplained Absence

Schools should make clear through communications with parents/carers (e.g., school handbook, school policy, school website) that an explanation is required for each day of absence. It should be encouraged that notification is received in advance, although it is understood that this is not always possible.

When a pupil is marked absent at any registration point during the day, and if no advance notification of a reason for the absence has been received it will be assumed that parents/carers are unaware of the absence and that the pupil is either missing or truanting. Attempts to contact the parent/carer will then be made via a Group call. Where the school has received information and there are doubts regarding the authenticity of that communication, a phone call or other appropriate means of communication should be made in order to provide clarification.

If no reasonable explanation is provided on the first day of absence and the child or young person is identified as vulnerable or if there are wellbeing concerns, further attempts should be made to contact the parent, either via telephone or home visit. Child Protection procedures should be followed for any known safeguarding and child protection concerns. Where there are no concerns, following the usual attendance procedures.

Monitoring, Supporting and Challenging Non-Attendance

Through fortnightly monitoring, a report should be generated on SEEMiS which captures all changes in attendance, including improvement. Vulnerable children/young people or those

where concerns are identified should be subject to more regular attendance monitoring. Accurate attendance monitoring and recording is vital to support and maximise attendance.

Non-attendance at school is a factor that can lead to a child or young person experiencing barriers to their learning. Key principles in maximising attendance are provided through a Staged Intervention Framework for Attendance (SIFA), to support schools to assess, identify and provide appropriate supports. SIFA provides a staged approach to involvement from other agencies and directly links with levels of planning in place.

SIFA works in parallel with transparent school communication with parents, raising any concerns around patterns of non-attendance through the use of attendance letter correspondence. Whilst following these procedures, consideration should be given to the needs of parents and caregivers with emphasis on effective communication which meets these needs and a focus on building and maintaining relationships and engagement. A formal letter must be sent for all children and young people, when attendance falls below expected levels, as detailed below. It may be helpful to consider other forms of communication, e.g., phone contact from a known member of staff, alongside the formal letters outlined below.

Letter A1 - To be used when requesting reason for recent unexplained absence

Letter A2 - To be used when attendance has fallen below expected levels (96% in primary and 92% in secondary.)

Letter A3 – to be used when attendance has fallen below 85% and attendance levels are not improving.

Letter A4 - To be used when there has been no satisfactory response to the A1 or A2 letter and attendance levels continue to be of a concern.

Where non-attendance persists, despite SIFA and supports in place and communication with parents, schools have the option to then proceed to referral to Attendance Sub-Committee or, where there is evidence to suggest the need for statutory engagement, the Scottish Children's Reporter Administration.

Refer to the Attendance Sub Committee

Perth & Kinross Council has an Attendance Sub-Committee to consider serious cases of school non-attendance. The membership of the Attendance Sub-Committee is composed of Elected Members (Councillors) and parent representatives from Parent Councils in the area. It is advised by a representative of the Strategic Lead Social Work Referral to the Attendance Sub-Committee is particularly relevant when it is felt that either the parent condones non-attendance and/or the child or young person's non-attendance is not considered to have a reasonable excuse for non-attendance or where not adequate reasons have been given. Where a number of other agencies are known to be involved with the family and the issues are complex (e.g., SWD, Health) or the child or young person is in their final 2 years of compulsory education, it may be more appropriate to make a referral to the Scottish Children's Reporter Administration direct rather than refer to Attendance Sub-Committee.

For a referral to the Attendance Sub-Committee the Headteacher or nominated person must send:

- Letter A5, with enclosures, to the parent;
- Letter AD1, with enclosures, to the Service Manager, Business Services.
- School report A2DA ([AD2A Form](#))

Refer to the Children's Reporter

The Children's Hearings System is the legal system for children and young people in Scotland who are either at risk or who have been offending. Children and their family or carers can become involved in the Children's Hearings System for a number of different reasons. For example, if the child is getting into trouble with the Police, there are concerns that they are being neglected/abused, they are taking drugs or alcohol, or they are not attending school. Referrals to the Scottish Children's Reporter Administration (SCRA) should be considered for complex cases where a range of other agencies are known to be actively involved in supporting the family and where the child might need care, protection, treatment, or control and this cannot be achieved without compulsory measures of supervision. It is expected that any decision to refer to SCRA will have been agreed at a multi-agency meeting. Guidance on Referral to the Reporter is available to schools.

For a referral to the Scottish Children's Reporter Administration the Headteacher must send:

- Letter CR1, with enclosures, to the parent;
- Letter CR2, with enclosures, to the Scottish Children's Reporter Administration.
- School report format ([SCRA initial report current 2023.docx \(sharepoint.com\)](#))

7. Actions required by Education Authority and School Leaders

As a result of this policy and the legislative framework it sits within, the following actions are required.

Perth and Kinross Council Education Service (Education Authority) will:

Develop, routinely review, and make available on the Perth and Kinross Council website, the Attendance Guidance and information about the importance of supporting positive attendance and the staged approaches to support and challenge non-attendance.

Support schools to provide training to enhance staff understanding and implementation of policy and procedures for the promotion and management of attendance.

Develop, routinely review, and make available on the Perth and Kinross Council website, the overarching Staged Levels of Intervention Framework, including the ASN Assessment and Child and Young Person Planning Guidance, Relationships Framework, Exclusion Guidance and Anti-Bullying Guidance.

Leaders of Perth and Kinross Council schools and Early Learning Childcare settings will:

Ensure that their school or setting policies and procedures reflect this policy and the overarching Inclusion Policy Framework, to promote positive attendance.

School staff and ELC practitioners must familiarise themselves with and adhere to the expectations outlined in the PKC Attendance Guidance for Schools and ELC. This adherence ensures rigorous monitoring of non-attendance, therefore supports the improvement of overall school attendance.

Make available on the school or setting website information for parents on the school or setting policy relating to inclusion, including discipline, school rules and enforcement of attendance.

Provide information for parents within the School Handbook about attendance policy and procedures, pupil wellbeing and pupil safety.

Ensure school staff understand and implement the policy and procedures provided to prevent exclusion wherever possible and manage positive re-engagement with their setting and engagement if exclusion is required.

This policy and guidance will be reviewed every three years or as required by Perth and Kinross Council. It will be reviewed if there are any changes in legislation or in its application.

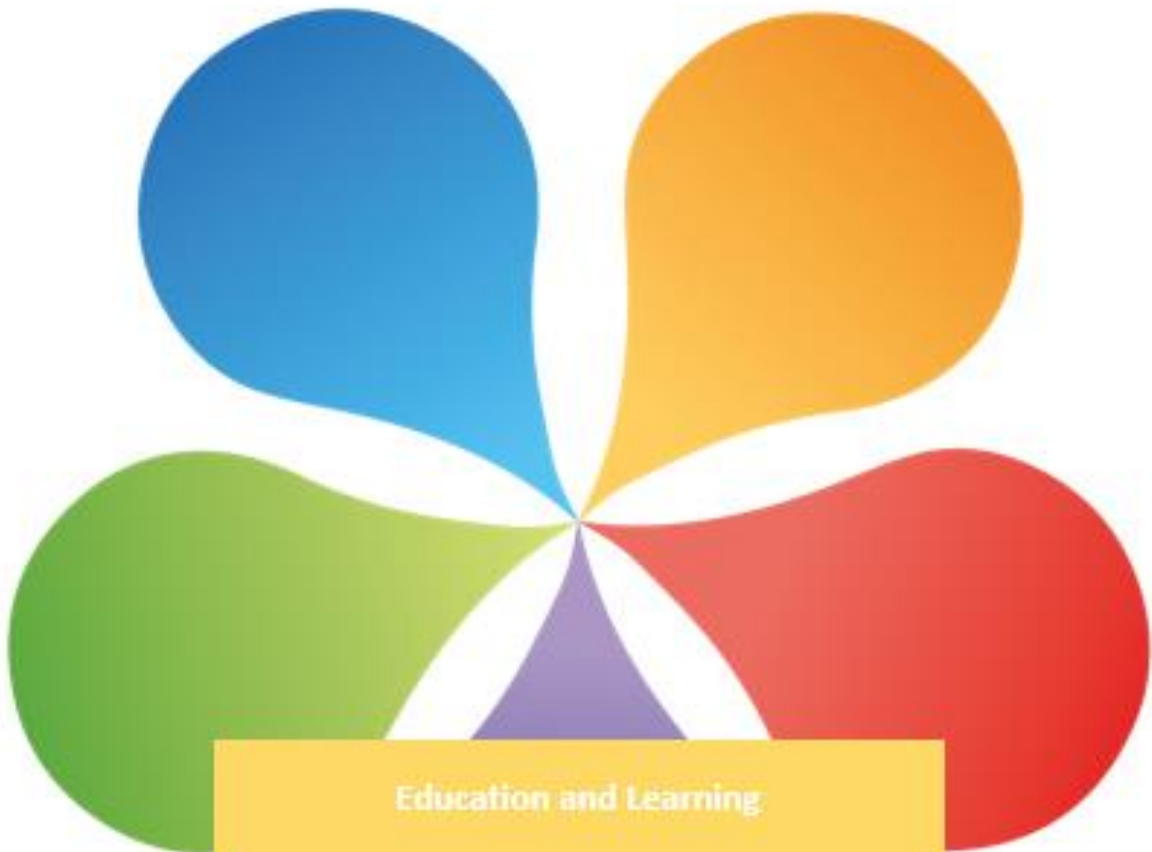


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Attendance Policy and Guidance for Education and ELC Settings

Part 2



Attendance Guidance for Schools and ELC - Part 2: Procedures

This section provides some easy-to-follow flowcharts and checklists to help school staff manage any arising attendance barriers and difficulties. The Appendices hyperlinked in Part 2 provide copies of the template letters available on SEEMiS, the list of SEEMiS attendance and absence codes.

The Staged Intervention Framework for Attendance (SIFA) is the framework that supports the application of the Attendance Guidance. The Staged Intervention Framework for Attendance (SIFA) has training for staff with responsibility for monitoring and supporting attendance. In order to support a whole school approach and to embed the principles of the framework there is also a shorter training which is designed for all class/subject teachers. [Staged Intervention Framework for Attendance \(sharepoint.com\)](#)

1. Staged Intervention Framework for Attendance:

This Staged Intervention Framework is designed to promote engagement and attendance for all pupils and to guide planning and support for those pupils who are having difficulty attending school. Often, but not exclusively, attendance difficulties can be related to an underpinning anxiety. As well as setting out the framework, it outlines the principles underpinning it, the role of partner agencies, factors that can cause children and young people to be at risk of experiencing difficulty attending school and some suggested resources. Identified key principles being:

Early intervention - the aim is that attendance concerns are noted and monitored at an early stage with advice and support being provided to children, young people, and their families at the earliest opportunity to avoid any difficulties becoming engrained. Educational attendance research tells us that when a pupil's attendance drops below **92% in Secondary** and **96% in Primary** intervention should be triggered unless illness or family holidays have been recorded.

A whole school approach - attendance difficulties need to be addressed at a whole school level. It is through pupil's everyday interactions with adults that their wellbeing will be supported and a sense of belonging and school connectedness developed.

Collaborative Working is key to success. Parents and carers will play a key role in developing an understanding of needs and contributing to identifying a way forward and may require support to contribute. Staff should promote open communication with parents and carers to enable them to share difficulties around their child's attendance.

Pupil voice in line with UNCRC and good practice generally, pupils should be encouraged to express their views in a meaningful way around the obstacles to attendance and potential solutions.

Supportive Approach Where there has been illness or absence, enhanced support should be offered to support pupils to re-engage and make a plan to help them catch up on work missed, as part of the planning in place at school.

Solution focused approach – in addressing barriers to attendance it may be appropriate to collaborate with the pupil, their family, or carers to explore temporary or longer-term changes to the demands being experienced, such as a change of start time, an adaptation to the learning or social environment or a reduction in a particular area of the curriculum.

- Staged Intervention Framework for Attendance
 - Universal
 - Additional
 - Enhanced
 - Intensive
 - Risk Factors for school absenteeism
 - Please refer to [Staged Intervention Framework for Attendance \(sharepoint.com\)](https://sharepoint.com) for more information

Stage 1, Universal - School based adaptations and differentiation

When attendance is a concern and is above 85%

School: Assessment, planning and support	<p>At all stages, refer to attendance guidance and ensure appropriate procedures are followed.</p> <p>Explore pupil's views of school, identifying barriers to engagement, any emotional wellbeing concerns, or triggers for anxiety. Gathering pupil's views should be seen as a process, completed with a trusted adult who can provide support.</p> <p>Consider using: School Experience Contextual Assessment Tool (SECAT) with upper primary or secondary pupils, completing appropriate sections only. Or SHANARRI for any age.</p> <p>Guidance teacher/ class teacher / key adult will have lead role in identifying barriers within the school, classroom, and social environment. At the Universal level the CIRCLE Inclusive Classroom Scale and should be used as part of this assessment and intervention process.</p> <p>Consideration should be given to factors relating to school, family and the child which might impact attendance. (see risk factors on pg. 8) Together, this information will form the basis of planning and reviewing how a pupil's needs are met. Assessment at this level will be the responsibility of the school.</p> <p>Discussion with parents regarding attendance and any concerns including emotional wellbeing. Followed, after an agreed time, by reviewing progress made with pupil and/or parent/carer. Information gathered from involved partners.</p> <p>Relevant information shared with family, where appropriate</p> <ul style="list-style-type: none">- understanding and managing anxiety- evening routines and morning routines- promoting wellbeing- energy accounting <p>Appropriate planning in place for all transitions between stages for pupils, as appropriate. Support options will be explored and monitored for effectiveness, may not require individual intervention but joining existing supports within school. Interventions may include breakfast club, soft start, time out card, alternative break, and lunch plans.</p> <p>Consider how attendance data is shared with parents and carers in a timely, supportive way. Fortnightly monitoring through SEEMIS would be the minimum but would need to be monitored more closely where there are concerns.</p>
Prompt questions	<p>What is the function of the absence? What are the barriers to attendance?</p> <p>Are there patterns in attendance / period truancy?</p> <p>Are there any identified triggers to non-attendance?</p> <p>Can action be taken to minimise triggers?</p> <p>How is the pupil coping with the curriculum?</p> <p>Who would be the key adult in school for the pupil?</p>

Stage 2, Additional – school-based intervention and planning

When attendance drops below 85%

<p>School: Assessment, planning and support</p>	<p>At all stages, refer to attendance guidance and ensure appropriate procedures are followed.</p> <p>Where concerns continue, review actions taken to address concerns, with pupil and parent/carer.</p> <p>Continue to engage with the pupil to explore their views and experiences of school. Consider using open questions and rating scales and support collaborative problem solving.</p> <p>Refer to assessment framework. Consider using School Experience Contextual Assessment Tool (SECAT) with upper primary or secondary pupils, completing appropriate sections only, to help understand barriers to attendance. Consider using School Refusal Assessment Scale (SRAS) to better understand function of non-attendance – pupil and parent version aids triangulation. Consider using SECAT or reviewing previously completed SECAT.</p> <p>Identify key link person in school. Seek for this to be an adult who the pupil has an existing positive relationship with, link should be agreed with the pupil (this doesn't have to be pupil support or class teacher).</p> <p>Review with parents/carers seeking further understanding of their perspective, their role in supporting attendance and any support they may need.</p> <p>Consider consultation with link educational psychologist.</p> <p>Consultation from partner agencies is recommended in line with the principle of early intervention. When seeking direct involvement from a partner agency a child's plan meeting should be held to plan and agree this support. Consideration should be given to existing relationships and how to use these effectively to avoid introducing too many new people to a young person.</p> <p>Hold a Child/Young Person's Planning Meeting.</p> <ul style="list-style-type: none"> - Discuss and agree understanding of barriers to attendance and function of non-attendance. - Agree a shared goal. - Agree supports which address barriers and functions of non-attendance and work towards agreed goal. - Invite relevant professionals as appropriate. <p>Regularly review and evaluate Child/Young Person's Plan. Part of this should be reviewing the barriers to attendance and the function of attendance as well as the goal and supports tried.</p> <p>Consider referral to ITM for multiagency discussion.</p>
<p>Additional prompt questions</p>	<p>What are the pupil strengths and aspirations?</p> <p>How does the family model positive coping skills?</p>

When do things go well? What makes the difference?

Are family supports required? What would the family engage with?

Are there health concerns, should school liaise with school nurse/GP?

Are there specific barriers that need to be worked on? E.g. independent travel.

How can these be broken down and addressed?

Stage 3, Enhanced – Highly individualised support, including multi-agency.

When attendance does not improve and falls below 70%

At all stages, refer to attendance guidance and ensure appropriate procedures are followed.

Expectation that a Child/Young Person's Plan is in place, reviewed and evaluated every 6 weeks. This should involve:

School: Assessment, planning and support

- Continuing to review the barriers to attendance and the function of non-attendance, as this may have changed over time.
- Ensuring these barriers are addressed and supports fit with the function of non-attendance to meet the individual's needs
- Considering support needed in school, at home and for parents and who is best placed to provide this.
- Consider a referral to other agencies for support.

A key adult will continue to engage with the pupil to help them express their views and support them to be at the centre of the planning and review process. This should not only focus on school but more broadly encourage views regarding interests, goals, and strengths.

Recognition of improvements via group call may be helpful.

School will continue to have an overview of pupil's needs and responsibility for the school's role in the agreed plan. Assessment at this level will be collaborative and may draw on specialised assessments from partners.

Consider whether information should be shared with GP/CAMHS, with YP/parental permission.

Consideration of appropriate interventions or supports using a creative, individualised approach. This may include the use of alternative curricular activities, involving partner agencies in supporting the child and/or family, group interventions, graded exposure and considering alternative locations.

If the YP is on a part-time timetable refer to part-time timetable guidance and ensure that this is regularly reviewed. Part-time timetables require careful consideration and should not be used as a standalone intervention for attendance difficulties.

Consider a referral to the Children's Reporter or Attendance Subcommittee, refer to attendance guidance regarding which may be appropriate.

Further prompt questions

How is educational progress being maintained?

Are there targets and supports addressing wellbeing?

Are there small achievable targets agreed and regularly reviewed?

Are there opportunities for progressing integration through group work e.g. small group, attending classes, time in an alternative space?

To what extent are social and community links being maintained?

How can this be improved / built on?

Are supports being used appropriately?

Stage 4, Intensive – Highly individualised support and adaptations over a prolonged period, may include alternative placement or curriculum

When attendance does not improve (below 50%) and there are multiple and complex needs requiring multiagency assessment and intervention

<p>School: Assessment, planning and support</p>	<p>Where the plan has been implemented and reviewed and attendance and engagement continue to deteriorate then consideration may need to be given to more intensive supports. This may include:</p> <ul style="list-style-type: none"> - An individualised timetable - Access to an alternative location - Alternative placement may be considered - Community based support - Work experience - Structured graded exposure plan in cases of emotionally based absence / school-related anxiety <p>Multiagency assessment and intervention, needs to be integrated to support a holistic understanding of the child/young person’s needs.</p> <p>Individualised planning continues with at minimum monthly review through CYPP or referral to ITM</p> <ul style="list-style-type: none"> - Continuing to review barriers of attendance and function of non-attendance. - Maintaining key relationships and ensuring these key people are provided with the support they need. - Planning may need to focus on short term, manageable goals but with awareness of how these contribute to longer term goals. <p>Consider whether a CSP is required.</p> <p>Consideration of wellbeing/welfare checks in order that the young person is seen at least weekly.</p> <p>Sustained Emotionally Based Absence (SEBA) intervention could be considered where:</p> <ul style="list-style-type: none"> - Attendance less than 20% for at least two terms - ASD, anxiety, ADHD, or dyslexia are presenting barriers.
<p>Further prompt questions</p>	<p>How is educational progress being maintained?</p> <p>Are there targets and supports addressing wellbeing? Do these take the pupil’s goals into account?</p> <p>Are there small achievable targets agreed and regularly reviewed?</p> <p>Are there opportunities for progressing integration with school? While in the short term this may not be working towards accessing the school building but focus firstly on developing and maintaining key relationships.</p>

Do you have shared educational goals that are meaningful to the child/young person?
 Can these be met creatively in different contexts (e.g. community settings?)

To what extent are social and community links being maintained?

How can this be improved / built on?

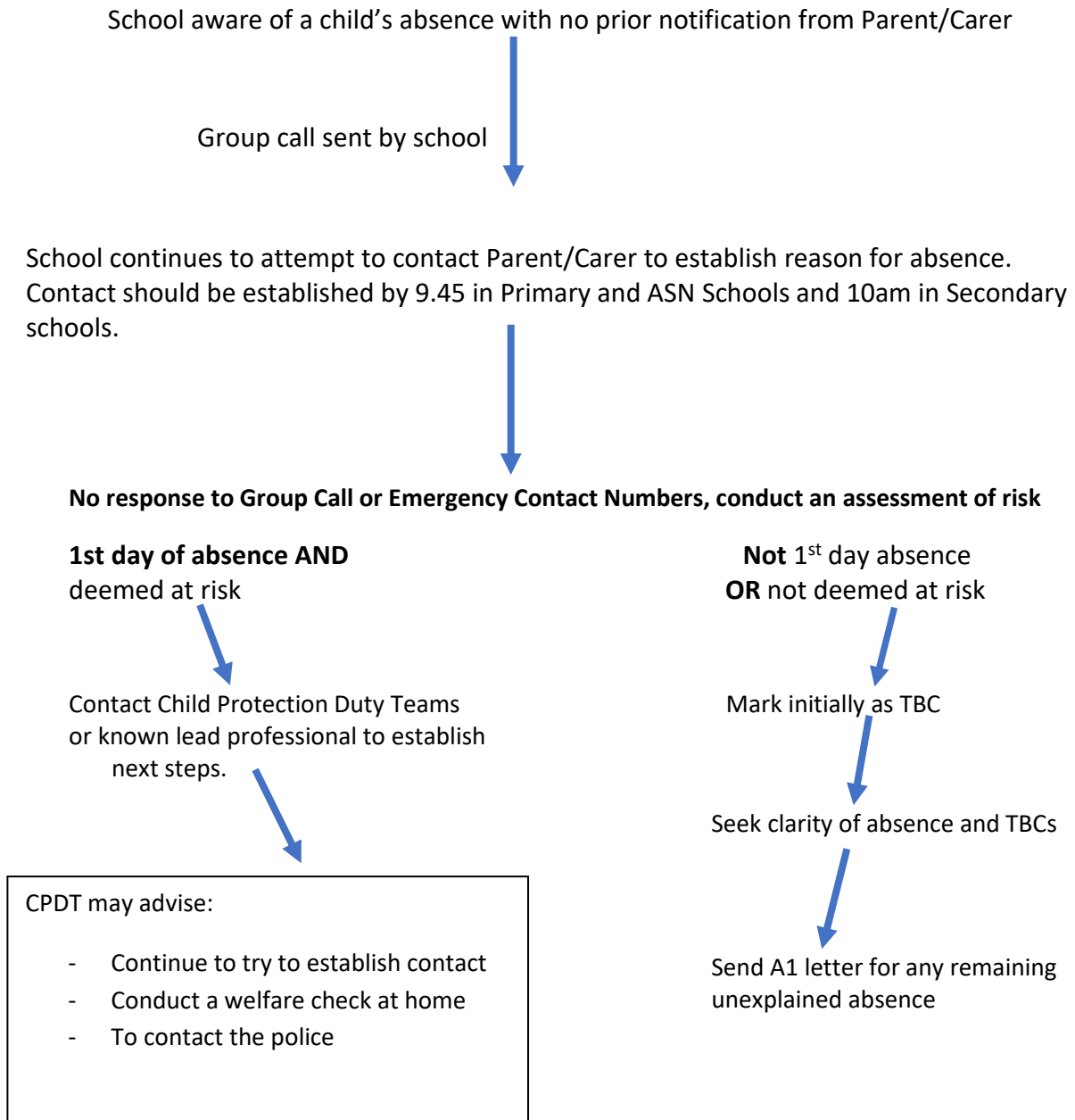
Are supports being used appropriately and effectively?

Risk Factors of School Absenteeism




School Factors	Family Factors	Child Factors
Bullying (the most common school factor)	Separation and divorce or change in the family dynamic	Temperamental style – reluctance to interact and withdrawal from unfamiliar settings, people, or objects
Difficulties in a specific subject	Parental physical and mental health problems	
Transition to secondary, key stage or change of school	Overprotective parenting style	Fear of failure and poor self-confidence
Structure of the school day	Dysfunctional family interactions	Physical illness
Academic demands/ high levels of pressure and performance orientated classrooms	Being the youngest child in the family	Age (5-6, 11-12 and 13-14 years)
Transport or journey to school	Loss and bereavement	Learning difficulties, developmental disorders, or Autism Spectrum Condition, if unidentified or unsupported
Exams	High levels of family stress	
Peer relationships	Family history of EBA	Separation anxiety from parent/carer
Staff relationships	Young carer	
	Care experienced	Traumatic events

* Taken from West Sussex EPS - Emotionally Based School Avoidance Good Practice Guidance for Schools and Support Agencies.

2. Daily recording of attendance flow chart



3. Staged response to non-attendance

Table 1	ATTENDANCE PERCENTAGE	SCHOOL ACTION	LETTERS TO ISSUED	MONITORING
Stage level 1: Universal  Stage level 2: Additional  Stage level 3: Enhanced  Stage level 4: Intensive	85 to 100% Attendance falls below expected levels	<ul style="list-style-type: none"> - Group call - Appropriate letters - Refer to SIFA 	<ul style="list-style-type: none"> - A1: unexplained attendance - A2: letters for all absence that falls below 96% in primary and 92% in secondary. 	Monthly: cohort
	Below 85% Attendance fall below 85%	<ul style="list-style-type: none"> - Group call - Appropriate letters sent - Refer to SIFA - CYPP to be opened to assess and identify key barriers to learning/ Wellbeing - Consideration of requirement of involvement from another agency 	<ul style="list-style-type: none"> - A3 letter 	Monthly: cohort, house, and class level
	Below 70% Attendance falls below 70%	<ul style="list-style-type: none"> - Group call - Appropriate letter sent - Refer to SIFA - Refer to ITM - 6 weekly reviews of CYPP (specific timescale and outcomes being set to improve attendance) - Consideration of a referral to the Attendance Sub Committee - Recognition for improvements via group call 	<ul style="list-style-type: none"> - A4 letter - Or where appropriate letter A5 and AD1 (Referral to Attendance Sub Committee) 	Monthly: cohort, house, and class level
	Below 50% Attendance falls below 50%	<ul style="list-style-type: none"> - Group call - Appropriate letter sent - Refer to SIFA - Seek wider supports at a multi-agency level through ITM - Consideration of whether there are sufficient grounds to refer to the SCRA - Wellbeing and welfare checks on a weekly basis (ensuring there is sight of the child/young person) - Consideration of SEBA (Socially and Emotionally Based Absence) 	<ul style="list-style-type: none"> - Where sufficient grounds to refer to SCRA, letter CR1. - Or where appropriate letter A5 and AD1 (Referral to Attendance Sub Committee) 	Wellbeing and welfare checks on a weekly basis (ensuring there is sight of the child/young person).

4 Attendance and Absence Codes

SEEMiS Attendance Codes

Code	Description	Use
---	Present	Default code – pupils assumed present unless otherwise recorded.
ABS	Authorised Absence	Includes: Immediate family weddings Bereavements Religious observances Attendance at court Attendance at childcare 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.
OAT	Other attendance out of school	Attendance out with school, that is considered as part of education provision, such as: - Spilt placement arrangements (Connections/Navigate) - Youth Services sessions
OUA	Other unauthorised absence	Include any other reasons for unauthorised absence: e.g. where a parent is refusing to send their child to school following a dispute with school.
DCU	Exceptional domestic circ. (unauthorised)	Under section 14 of the 1980 Act, education authorities must make special arrangements to ensure young people with care responsibilities do not miss out on their entitlement to an education. If a pupil is unable to attend school due to care responsibilities, there is an expectation that additional support services will be assessed to support the pupil, and their absence from education will not be long-term and therefore categorised as authorised absence. However, where additional services have not been accessed by the pupil and care responsibilities become long term, the absence should be categorised as unauthorised absence.
DCA	Exceptional domestic circ. (authorised)	This relates to short-term exceptional domestic circumstances. Absences related to short-term exceptional domestic circumstances can be classified as either authorised or unauthorised absence.

		<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 domestic crisis which causes serious disruption to the family home, causing temporary relocation.
EXC	Exclusion	All pupils who have been temporarily excluded from school.
EXL	Extended leave with parental consent	<p>Extended leave with parental consent is not to be considered the same as a family holiday. Extended leave with parental consent should be recorded separately outside the figures for attendance and absence, 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 relative, or for cultural reasons)
HOL	Holiday	School and public holidays.
INS	In-Service	School closed to pupils but open to staff for in-service training and development.
LAT	Late (arrives before mid-opening)	Arrived late but during the first half of the opening, this will be marked as late. This is regardless of whether the lateness is for a valid reason.
LRG	Late during registration	Pupil arrives late to registration.
LT2	Late (arrives after mid-opening)	Where a child or young person has arrived late but during the second half of the opening, then this will be marked as Late. This recording is regardless of whether the lateness is for a valid reason. Registration in periods beginning in the second half of the opening, without any registration in periods beginning in the first half of the opening, will be converted to an overall code for the opening (even if a later period is subsequently missed).
LTB	Bus Late	School bus is late.
LTC	Late to Class	Pupil arrives late to class

MED	Medically Certified	Sickness – advised by parent or certified by a doctor.
SEL	Notifiable Illness (Self Certified)	Sickness – pupils over the age of 16 self-certifying their own absence.
PER	Medical or Dental Appointment	Medical or dental appointment.
RFS	Refusal to attend	Pupils refusing to attend.
SCH	In school but not in class	In attendance in an alternative activity in school.
SEP	Sickness with educational provision	This may include time spent on sick leave or maternity leave, with parental confirmation or medical certificate, and where adequate educational provision has been made. Guidance on Education of Children Absent from school through ill-health, can be found here: Guidance on education for children and young people unable to attend school due to ill health (www.gov.scot)
STY	Study Leave	Leave for senior phase pupils during exam periods.
TBC	To be Confirmed	Default absence code; should be used in all cases where reason for absence is not known. This should be followed up as soon as possible.
UNA	Truancy or Unexplained Absence	Include all absence for which no adequate explanation has been provided.
UPH	Parental Holiday	Family holidays should not be recorded as authorised absence, other than in exceptional circumstances, where a parent's employment is of a nature where school-holiday leave cannot be accommodated.
VIS	School Visit	Any external visit organised by school, e.g. field trips, theatre visits.
WRK	Work Experience	Work experience, arranged or agreed by the school Volunteering, arranged, or agreed by the school
CLO	Closed	Closure due to weather, elections, emergency closure.
SNA	Should Not Attend	Code to be used when a child or young person as a split placement between two educational settings. Code should be used when the child or young person to show nonattendance in the setting they are not present in.



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Attendance Policy and Guidance for Education and ELC Settings

Appendices



1. Early Learning and Childcare (ELC) Absence Protocol

Perth & Kinross Council

Education and Children's Services

Early Learning and Childcare (ELC)

ABSENCE PROTOCOL

Practitioners in our ELC settings are committed, in partnership with parents/carers, to ensuring that children attend on a regular basis. The non-statutory nature of ELC attendance does not reduce the requirement to record/share/take account of any concerns around a family.

In order to ensure the wellbeing and safety of all children it is essential that parents/carers exercise responsibility to: -

- Keep the setting up to date with telephone numbers and emergency contacts.
- Inform the setting of any pre-arranged absence.
- Inform the setting of their child's absence no later than 15 minutes after the start of the session.
- Respond promptly to contacts from the setting asking why their child is absent.
- Share any concerns they have around their family with ELC practitioners to help ensure appropriate support for the child; and/or share those concerns with the child's Named Person.

The ELC staff will:

- Keep a regular and accurate record of attendance for all children. When there are unplanned absences, this should be monitored and repeated patterns should be identified. This should be promptly shared with the setting's management team and Named Person to follow up to ensure the safety and wellbeing of the child and their family are being met at all times.
- Implement a chronology to document repeated and regular absences and all actions taken to support the child and family in response.
- Encourage good attendance by providing a welcoming atmosphere for children and parents.
- Provide a sympathetic response to any adult/child concerns and provide a sensitive approach to reintegration back into the setting following any prolonged absence.

- Ensure the name and contact details of each child's Named Person are easily accessible.
- Ensure that parents/carers are aware of the range of communication methods they can use to notify the setting about their child's absence from nursery (e.g. face-to-face, phone call, text etc.).
- Share any concerns they have about a child's wellbeing with the child's Named Person.
- Take account of known vulnerabilities, including any referred to on the child's ELC Registration Form, when following up on any child's unplanned absence from the setting.
- Explore parents/carers' concerns and / or difficulties and make sound judgements as how to best support the parent/carer.
- Provide regular reminders to parents/carers about the importance of following the setting's absence procedure.
- Recognise there will be occasions when a parent/carer will consider practitioners' concerns to be unjustified. However, the health, safety and wellbeing of children is the utmost importance and will be the key consideration.

Should a child be absent without explanation the following procedure will be followed:

- On the first day of absence the setting will make efforts to contact parents, carers, or listed emergency contact(s) to establish a reason for absence and that the child is safe.
- If no contact can be made, centre/school management will take appropriate action to ensure the child is safe:
 - This will always include notifying the child's Named Person for their information and action as necessary and Lead Professional if appropriate. For ELC children the Named Person is the Health Visitor, or where the family is supported by the Family Nurse Partnership, then that person may take on the Named Person role.
 - Centre/School management action will also include contacting the emergency contact and other family members as may be known.
 - As the health, safety and wellbeing of all children is of the utmost importance, the setting will further implement Child Protection procedures when that is thought to be appropriate.

Parents/carers will be informed of this policy through the ELC handbook and at induction meetings prior to their child starting the setting. General reminders for all parents/carers will be provided by practitioners through the session using the following: newsletters, display boards and website updates.

This protocol is available on the council website.

2. Attendance letter templates

A1

Dear

We have recently tried contacting you by text/telephone (*delete as appropriate) to discuss the recent absence of *child's name* from school.

Dates of absence: *insert date(s)*

It is necessary that you provide the reason for *his/her* absence(s). Please contact the school as soon as possible in order that *child's name* attendance record can be updated with the accurate information.

If, on receipt of this letter, *child's name* is still absent, please contact the school to advise their expected date of return.

Yours sincerely

Headteacher/Depute Headteacher/Principal Teacher (*delete as appropriate)

A2

Dear

I am writing to you to inform you that (*child's name*) attendance has fallen below the expected the attendance level of (92% secondary or 96% in primary – delete as appropriate). Whilst you have given reasons around the absence of your child, it is important that attendance is monitored.

Supporting the attendance of children and young people is a high priority for Perth & Kinross Council, as is the welfare of children or young people who are not attending and participating fully in school.

By (continuing to) working together, we can help to address any areas of difficulty that your child may have in attending school. One important aspect which can make a big difference is ensuring good communication between home and school. This includes parents/carers keeping the school informed about reasons for absence and schools informing parents when their children are not in school. Please get in touch with (PT/DHT/HT) to discuss any concerns that you may have about your child attending school.

Yours sincerely

Headteacher/Depute Headteacher/Principal Teacher (*delete as appropriate)

A3

Dear

We have recently tried contacting you by text/telephone (*delete as appropriate) to discuss the absences of *child's name* from school.

At *name of school*, we are committed to inclusion, closing the attainment gap, and giving our children and young people the best start in life. In order for them to have the best possible chance of achieving, it is important that they attend school regularly and access a variety of both learning and health & wellbeing experiences.

In Perth and Kinross, we have a target of *92%/96%* attendance for all of our children and young people in *secondary schools/primary schools*. I am writing to you to let you know that *child's name* has been absent on a few occasions resulting in *his/her* attendance dropping to %.

I am aware that children can be ill and have to attend appointments however high attendance is vital for your child's education.

I would like to invite you to a meeting within school to discuss whether there are any areas of concern for your child, and how we can work together to support them to attend. Please can you contact the school office to arrange a date and time.

Please find enclosed a copy of *child's name's* Attendance Summary for your information.

Yours sincerely

Headteacher/Depute Headteacher/Principal Teacher (*delete as appropriate)

A4

Dear

Supporting the attendance of children and young people is a high priority for Perth & Kinross Council as is the welfare of children or young people who are not attending and participating in school.

By working together, we can help to address any areas of difficulty that your child may have in attending school. One important aspect which can make a big difference is ensuring good communication between home and school. This includes parents/carers keeping the school informed about reasons for absence and schools informing parents when their children are not in school.

I am writing to you because you have not responded to our text or phone messages about *child's name* absences from school on more than one occasion. It may be you have changed your phone number and not yet informed us. If this is the case, please contact us to give us your new number. You may have forgotten to respond to our messages. It is important that we work together, and should we contact you, we would appreciate a response at your earliest convenience to any text or phone message we send.

Effective communication between home and school will help us to plan together for successful engagement and inclusion of *child's name* in education. Please contact me to arrange a discussion about how we can improve our communication and planning to support *child's name*.

Where our concerns remain about *child's name* attendance, and we are unable to plan together to support them, we may need to consider further measures open to us, such as a referral to the Scottish Child's Reporter Administration (SCRA) or to the Attendance Sub-Committee.

Yours sincerely

Headteacher/Depute Headteacher/Principal Teacher (*delete as appropriate)

3. Attendance Sub-Committee and SCRA letters and referral

A5

Dear

I have previously written to you around my continued concerns about *child's name* welfare and non-engagement in their education. I am sorry that we have not been able to achieve an acceptable level of school attendance with the offer of support and planning to help *child's name* to engage.

At this stage I will refer this matter to the Attendance Sub-Committee in terms of Section 36 and 37 of the Education (Scotland) Act 1980. If the Attendance Sub-Committee do not agree that you have a reasonable excuse for *child's name* non-attendance then there are a number of decisions that may be made including making an Attendance Order, referring the case to the Scottish Children's Reporter Administration, or prosecution.

Should you require further information or wish to engage in planning together to support *child's name* back into an appropriate education package, please telephone the school office to make an appointment.

Yours sincerely

Headteacher/Depute Headteacher/Principal Teacher (*delete as appropriate)

AD1

Dear Service Manager, Business Services

School Attendance Default

I am becoming increasingly concerned with regard to the irregular attendance at school of the undernoted child or young person. I would, therefore, ask you to pass this case to the Head of Democratic Services for submission to the Attendance Sub-Committee (Attendance Default).

I enclose a completed School Report for Use by Attendance Sub-Committee (AD2A) with a Certificate of Attendance (AD3) together with all correspondence and replies received in respect of:

Name of Child or Young Person

Date of Birth

Home Address

Yours sincerely

Headteacher/Depute Headteacher/Principal Teacher

Encs:

- AD2A - *School Report for Use by Attendance Sub-Committee*
- AD3 - *Certificate of Attendance*
- Copy of all relevant absence notes including emails (marked "Accepted for half days" or "Not accepted because...")*
- Copy of log detailing reasons for absence either by telephone or direct contact*
- Copy of statement(s) re evidence (if available and relevant)*

CR1

Dear

I am sorry that you have not been able to achieve an acceptable level of school attendance of , _____ your child.

Therefore, I have no option but to refer to the Scottish Children's Reporter Administration in terms of Section 52(2)(h) of the Children (Scotland) Act 1995 on the grounds that she/he has failed to attend school regularly without reasonable excuse.

Should you require further information please telephone the school office to make an appointment.

Yours sincerely

Headteacher

Encs:

- Advice for Parents Leaflet 2*

**EDUCATION and LEARNING
REFERRAL TO
CHILDREN'S REPORTER**



OR 1. CHILD OR YOUNG PERSON'S DETAILS		
Child's Name:		School:
Address:		Class/Year Group:
Date of Birth:		Date of Enrolment in Current School:
Named Person:		Previous School:
Class/Guidance Teacher:		Number of Previous Schools:
Name of Parent/Carer:		
Address of Parent/Carer (if different from above):		
Name & Address of any other relevant person; please state relationship		

2. PLEASE COMPLETE THIS FORM OR APPEND RELEVANT DOCUMENTS TO SHOW:

i.	information about the child and family background, including a chronology of significant events	
ii.	assessment of risk and need taking account of wellbeing indicators	
iii.	the record of any multi-agency forum, likely to be a professionals' meeting or Integrated Team Meeting, which has agreed the referral	
iv.	an indication of the child's views and those of parents/'relevant persons'	
v.	a clear, evidenced recommendation as to any specific measures which are thought to be necessary for inclusion in a Compulsory Supervision Order	
3. ATTENDANCE Please attach copies of attendance summary sheets for the previous and current sessions and add comments here if appropriate		Comments:

4. PLEASE TICK TO INDICATE YOUR SPECIFIC GROUNDS FOR REFERRAL:		√
a)	<i>the child is likely to suffer unnecessarily, or the health or development of the child is likely to be seriously impaired, due to a lack of parental care</i>	
b)	<i>a schedule 1 offence has been committed in respect of the child</i>	
c)	<i>the child has, or is likely to have, a close connection with a person who has committed a schedule 1 offence</i>	
d)	<i>the child is, or is likely to become, a member of the same household as a child in respect of whom a schedule 1 offence has been committed</i>	

e)	<i>the child is being, or is likely to be, exposed to persons whose conduct is (or has been) such that it is likely that (i)the child will be abused or harmed, or (ii)the child's health, safety or development will be seriously adversely affected</i>	
f)	<i>the child has, or is likely to have, a close connection with a person who has carried out domestic abuse</i>	
g)	<i>the child has, or is likely to have, a close connection with a person who has committed an offence under Part 1, 4 or 5 of the Sexual Offences (Scotland) Act 2009 asp 9</i>	
h)	<i>the child is being provided with accommodation by a local authority under section 25 of the 1995 Act and special measures are needed to support the child</i>	
i)	<i>a permanence order is in force in respect of the child and special measures are needed to support the child</i>	
j)	<i>the child has committed an offence</i>	
k)	<i>the child has misused alcohol</i>	
l)	<i>the child has misused a drug (whether or not a controlled drug)</i>	
m)	<i>the child's conduct has had, or is likely to have, a serious adverse effect on the health, safety or development of the child or another person</i>	
n)	<i>the child is beyond the control of a relevant person</i>	
o)	<i>the child has failed without reasonable excuse to attend regularly at school</i>	
p)	<i>the child (i)is being, or is likely to be, subjected to physical, emotional, or other pressure to enter into a marriage or civil partnership, or (ii)is, or is likely to become, a member of the same household as such a child</i>	

5. EVIDENCE TO SUPPORT THE GROUNDS IDENTIFIED

Where possible, please append or provide below one statement to support each area of concern identified above: for further guidance see [Teachers - SCRA](#)

Please give details of other professionals/services/agencies involved with this child:

Comment by Named Person /Head Teacher:	
This referral has been discussed with: <input type="checkbox"/> the child <input type="checkbox"/> the child's mother <input type="checkbox"/> the child's father	
Report compiled by (name): Designation:	Signed: Date:
Named Person's signature:	Date:
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4. Part-time timetable guidance

Part-time Timetables Guidance for Schools

Introduction

There is a statutory obligation on education authorities to provide full-time education for all children/young people. In meeting the individual learning and wellbeing needs of children and young people, it is recognised that adaptations to curriculum delivery may be required for a very small number of children and young people whose needs extend beyond a school's normal universal provision. Guidance on adaptations to curriculum delivery in exceptional circumstances including **temporary** part-time timetables are outlined below.

Background

The Standards in Scotland's Schools etc. Act 2000 places a duty on local authorities to ensure that educational provision is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. The same Act gives children the right to be provided with school education. The following revised guidelines aim to support schools meet this duty and related duties pertaining to individual learning needs and wellbeing outlined within: The Education (Additional Support for Learning) (Scotland) Act 2004; and the Children and Young People(Scotland) Act 2014.

Equality Act 2010 – The Equality Act 2010 represents a commitment to fostering an inclusive and supportive environment within Scottish education. It aims to break down barriers to learning and participation, ensuring that every individual has the opportunity to achieve their potential, free from discrimination and prejudice

The revised guidelines also take into account Curriculum for Excellence pupil entitlements, including the need for personalisation and choice.

Definition

A part-time timetable, is one in which there is a session during the school day when a child/young person is not required to attend any provision arranged by the education authority. Part-time timetables may be applicable when the following circumstances apply:

- There is **full agreement** with parents/carers and the child/young person that part-time attendance is appropriate for a limited duration.
- A child/young person is unable to sustain full-time attendance in school due to health / medical needs or school phobia.
- There is a clear plan with time limits and support for re-integration of the child/young person to full-time education as soon as possible.
- All part-time timetables must be clearly justified through robust assessment, time limited, accurately recorded and well documented.

- As part of a school's plans in managing a pupil's return from exclusion.

2 Suitable environments for curriculum delivery

In almost all circumstances children and young people will access their curriculum experiences within the immediate school environment and within the locations of recognised partner services or providers e.g., school wellbeing base, support department, Youth Services or Young Carers. Schools should seek to ensure that children and young people are supported to attend school and/or any other learning environment.

It is critically important that all children and young people, including those with a part-time timetable, receive planned learning for the required learning hours as outlined above. For example, where a child or young person is not attending a school setting for part of the school day, the expectation is that they are engaging with other activities/agencies/supports like work experience, youth services, accessing learning at home etc. The decision to provide learning for a child or young person out-with the school environment should take account of all assessment information, not be taken lightly and always done in consultation with them and their parent or carers. This alternative approach to delivery of the curriculum should be considered as last resort.

3 Planning

In all circumstances where it is intended that a child or young person requires ongoing adaptations to their curriculum delivery which includes time out-with the universal offer within school, a Child/Young Person's Plan (CYPP) should be put in place following a CYPP meeting. This meeting must involve the child or young person as appropriate (e.g., depending on age, stage, wellbeing, and capacity) and parents or carers. Plans must include SMART outcomes, timelines, actions, performance measures of intended impact and a well-considered exit strategy. Impact measures may include improved wellbeing scores, (using wellbeing wheels); progression and achievements in the child's learning; improved attendance; and achieved positive destination.

In all circumstances where part-time timetables are proposed the CYPP must be scrutinised and approved by the school's headteacher. In considering all such plans, headteachers should record discussion prior to the decision through the ITM (primary and secondary), House Team (secondary), SLT meeting (primary) process prior to the plan's approval.

Key to such discussions will be consideration of the plan's intended duration, planned monitoring procedures and the amount of time it is intended for the child to receive learning experiences out-with the school building.

In considering plans for children and young people who are looked after or on the Child Protection Register, head teachers must also liaise with the child's social worker and lead professional.

4 Learning at home

In *exceptional circumstances* part of a child or young person's curriculum may be delivered at home. This should be time-limited and normally short-term. Such circumstances may include a school's plans for managing re-engagement following a period of illness, where there are wellbeing concerns or a return from exclusion.

In all such circumstances parental or carer permission must be sought and granted with appropriate adult supervision guaranteed to facilitate the home-learning activities provided by the school. In facilitating such arrangements, schools should, where possible, consider the capacity and capability of parents or carers to deliver the agreed programme and ensure the child or young person's wellbeing. In all cases this must be recorded within a CYPP. CYPPs with elements of 'at home' learning must be reviewed with the involvement of parents or carers and young people at least every six weeks, however this may be more frequently.

When determining whether home learning is a suitable and agreed-upon support, special consideration must be given to children and young people with protected characteristics or those deemed vulnerable. Home learning is not appropriate for children and young people who are in care or on the Child Protection register. Any necessary adaptations for curriculum delivery must be provided by the school and recognized partner providers.

5 How long will a part-time table last?

As with all CYPPs, clear outcomes, actions and timelines will be outlined with regular review dates. Where a part-time timetable is in place, a review must take place at least once every 6 school weeks with the child or young person, their parents or carers, social work colleagues and others through a CYPP meeting.

Monitoring of the length of time a pupil has a part-time timetable must be undertaken by the school, in order to ensure that the plan does not go on indefinitely. The plan must consider the impact it has on the pupil's learning, progress, and readiness, where possible, to attend school full-time or an identified positive destination alongside the duties of the school and rights of the child to be provided with education in school.

6 Consultation and monitoring with Education and Children's Services

In most circumstances local authority approval for a part-time timetable will not be required as schools, consistent with the philosophy of Curriculum for Excellence and GIRFEC, are responsible for meeting individual pupils' learning and wellbeing needs.

The timescale of a part-time timetable should be kept to the absolute minimum amount of time and where one has been in place beyond a period of 4 weeks, review should be undertaken at the ITM in consultation with your link educational psychologist to discuss key next steps in increasing attendance, participation, and engagement in education.

Part-time timetable data will be centrally monitored, and regular discussions with headteachers will occur at least once every term.

7 How should schools record part-time timetables?

The following attendance codes must be used by schools in recording part-time timetables. Time out of school for the codes below are considered as authorised absence.

Part Time Timetable (exclusion related)	Facilitating return to school after exclusion – short term, part of clear re-integration plan	PTX
Part Time Timetable (health related)	For children and young people requiring additional bespoke support due to circumstances including ill-health; bereavement; anxiety/emotional well-being	PTH
Sickness with Education Provision	For children and young people who are unable to attend school due to ill-health, bereavement; anxiety/emotional well-being and is receipt of education provision. E.g. hospital tutor, online learning, community, and home supports. (non-attendance for a period of more than 15 school days).	SEP
Other Authorised Absence	Flexi-schooling for approved periods of education at home.	ABS

Information must be up to date on the Custom Tab in SEEMiS. Guide on recording Part-time tables can be accessed in [Recording ASN data in SEEMiS Click and Go](#) on page 16.

Custom tab continued – Alternative Provision

Alternative Provision

Part Time Timetable Further Comments

Likely Destination School

Additional Comments

Alternative Provision

Alternative Provision: Note any alternative provision agreed through the relevant Inclusion Service Panel.

Part Time Timetable Further Comments: Enter any other relevant information.

Likely Destination School: Select where the pupil is likely to return to full time education

- Catchment school
- Placement Consideration – Authority
- Placement Consideration – Parent/Carer

Additional Comments

Note here any other relevant ASN comments if required. These should all be detailed in a CYPP.

Please ensure you don't type more than 100 characters in this field. A fault in Click+Go means you will be able to type more than 100 characters, but this will cause an error when you try to save the text.

Although most fields on the **Custom** tab at any particular time may be specific to ASN, the **Custom** tab may also be used for other purposes at times, such as Active School Co-ordinator.

When recording ASN data, please ensure you update only those fields specific to ASN. If you do change or delete a value accidentally, you can undo your changes by clicking on the 'Cancel Current' button at the bottom of the tab. You will then have to re-apply your ASN changes.