

# Gleniffer High School

## Attendance Policy



January 2020

## **1. Policy Statement**

As a nurture school, the wellbeing of our pupils sits at the very heart of everything we aim to achieve in Gleniffer High School. We believe that each individual child and young person has the right to be included, safe, achieving and healthy and will be given every opportunity to reach their full potential. We aim to create an environment in Gleniffer where a culture of good attendance in school will prevail and we will work in partnership with pupils, parents and carers, staff and all other stakeholders to ensure all of our young people have a positive learning experience and thrive as part of our school community.

## **2. Policy Framework**

Good attendance underpins the priorities of attainment and achievement, inclusion and social justice in every organisation. The following framework outlines the procedures for supporting attendance in Gleniffer High School.

The framework should be read in conjunction with The Scottish Government directive, Included, Engaged and Involved Part 1: A Positive Approach to the Promotion and Management of Attendance in Scottish Schools and Renfrewshire Council's Revised Standard circular 5: Included, engaged and Involved Part One: Attendance in Educational Establishments.

## **3. Definition**

We are aware that lower levels of attendance can have an adverse effect on a young persons' level of participation and attainment and ultimately their future pathway. Attendance is defined by the Scottish Government as 'participation in a programme of educational activities arranged and agreed by the school' and schools should seek to ensure that young people attend 27.5 hours per week in the secondary sector. (see Appendix 1)

Young people are more likely to be motivated to attend school when they feel fully included, respected, safe and secure and are engaged in the wider life of the school community. We believe it is the role of Gleniffer High School to promote positive relationships (with staff, pupils, parents and partners) within an inclusive ethos and culture. We endeavour to engage positively with our parents and carers and promote social and emotional wellbeing for everyone in our school community. We implement a range of strategies and approaches within our school to improve relationships, behaviour and subsequently attendance. These include, for example, nurturing approaches, restorative approaches and solution oriented approaches.

## **4. Consultation**

In the development of this policy the DHT Pupil Support consulted members of the Senior Leadership Team, Pastoral Support Team and members of the Pupil Support Faculty, Principal Teachers and Faculty Heads Curriculum, Classroom teachers, Inclusion Support Assistants and Clerical and Administrative staff. All are in agreement that clear guidelines on pupil attendance are essential and a priority in Gleniffer High School.

## 5. The Role of Parents and Carers

When your child is absent from school It is essential that parents & carers contact the school on that day by phone, email or text giving the child's name & class, reason for absence and likely length of the absence.

This means the child's absence will be 'Authorised' and the school will not contact home.

All appointments requiring a pupil to be absent from school for a period of time during the school day must be accompanied by a parental permission letter or telephone call to the school office.

## 6. The Role of the Class Teacher

All staff have a legal obligation to ensure a **timely and accurate** record of pupil attendance. Registers must be completed on SEEMIS within the first **ten minutes** of the period. The following codes should be used:

Not in class (TBC)
Late to class (0-5 minutes late to class)
Left blank if pupil is present

When there is a pupil in your class with a pre-marked code beside their name (e.g. TBC) and the pupil is now present, the pupil should be sent with a discrepancy slip (Appendix 2) to the pastoral base to allow them to check the anomaly.

When a code red pupil is in your class and is absent you must immediately notify the school office.

If a pupil arrives late to class during period 1 without a late slip the teacher should ensure SEEMIS is changed from '**TBC**' to '**Late**'

Class teachers must alert the PT Pastoral Support by completing a 'Cause for Concern' proforma (Appendix 3) if they are concerned about continuous late coming or a recurring pattern of pupil absence from class.

DHT Curriculum must be notified of any changes to class lists immediately to ensure the accuracy of the registration system. Timetables and class lists must be accurate and it is the responsibility of the class teacher to inform their line manager of any anomalies immediately.

DHT (S6) and office staff will block on SEEMIS any non-contact and/or volunteering periods for S6 pupils. These will be coded '**SCH**' on SEEMIS. The '**OAT**' code will indicate when an S6 pupil has a consortia arrangement in another educational establishment. Staff completion of registers will be monitored on a daily basis by the DHT Pupil Support.

Failure to regularly complete class registers may result in disciplinary action.

## **7. Role of Faculty Head / Principal Teacher Curriculum**

As part of the Department/ Faculty tracking and monitoring process the Principal Teacher/ Faculty Head must have an overview and regularly monitor the attendance of all pupils within their department or faculty. The PT Data Literacy will ensure this information is available for PT's.

Pupil attendance must be a standing item on the Departmental meeting agenda with specific actions in place to ensure interventions/monitoring of these pupils takes place.

Any pupil identified by a member of staff with an attendance concern must be relayed immediately to the Pastoral Support team by completing a 'Cause for Concern' proforma (Appendix 3)

DHT Curriculum must be notified of any changes to class lists immediately to ensure the accuracy of the registration system. Timetables and class lists must be accurate and it is the responsibility of the Principal Teacher / Faculty Head to inform the DHT with responsibility for curriculum of any anomalies immediately.

## **8. Role of the House Team**

Attendance for S1 – S6 pupils in each House must be a standing item on the weekly House meeting agenda.

DHT (House), PT Pastoral (House) and Pupil Support teacher (House) will complete a weekly attendance review of all pupils in their house and agree initial actions which will be recorded in their House minutes.

Pupils with attendance levels of 85% or below must be discussed as a priority and monitored weekly until their attendance improves.

In the first instance it is the role of the PT Pastoral to administer initial contact with the Parent / Carer and follow the agreed procedures (as set out in letter template) After following their rigorous attendance monitoring process the PT Pastoral should raise pupils for discussion with the House Team where further strategies may be suggested.

If pupil attendance is not showing improvement then the House team should refer any concerns to IST / EST where further support and interventions may be discussed.

On a monthly basis at the Pastoral DM, the PT Pastoral will discuss the statistics generated by the Principal Teacher Data Analysis and highlight any concerns which should be discussed at the House team meeting. The Pupil Support Teacher for each House must also be aware of any pupil attendance issues in their caseload.

In the case of absence due to ill health every effort will be made to support the pupil by Pastoral and Pupil Support until they are well enough to return to school

## 9. Role of the Principal Teacher Pastoral

It is the role of the PT Pastoral Support teacher to have initial responsibility for monitoring all pupil attendance within their house group.

PT Pastoral and SLT must have awareness of all pupils with unauthorised absences within their house group and should check this on a weekly basis.

The Pastoral Administrative Assistant will update the PT Pastoral on a daily basis of any pupil with one or more periods of unauthorised absence during the school day. Where possible the PT Pastoral should investigate this unexplained absence and contact parents/carers.

PT Pastoral should work with the Pastoral Administrative Assistant to make initial contact with the parent/carer (by letter, phone call or parental meeting). It is suggested that the sequence of letters to parents/carers outlined in **Fig.1**.(Appendix 4) should be followed. If no response is forthcoming at each level then this should escalate to the next.

If pupil attendance improves then later deteriorates letter **Att/2E** may be re-issued at any time.

**Fig.1.**

Absences with no notification from Parent / Carer	
Att/2	Below 95% Letter
Att/2A	Below 90% Letter
Att/2E	Continuous absence despite previous correspondence letter
Att/2B	Below 90% letter with appointment (date and time)
Att/2C	DHT letter with appointment (date and time)
Att/2D	HT letter with appointment (date and time)
Att/3A	Letter to parent – Refer to IST / EST
Att/3B	Letter to parent – Invitation to TAC meeting
Att/3D	Letter to parent – invitation to IA meeting
Att/3E	Referral to SCRA (Reporter)

PT Pastoral should, when necessary, interview pupils and parents regarding attendance concerns.

PT Pastoral should raise any attendance concerns at their weekly house meeting and interventions discussed and actioned with the house team.

On a monthly basis the PT Pastoral should highlight any concerns arising from the statistics generated by the Principal Teacher Data Analysis and should discuss these concerns at their House team meeting.

PT Pastoral must refer any concerns by progressing through the IST / EST / TAC/ IA meetings where further interventions may be discussed and implemented.

PT Pastoral must maintain as accurate attendance records as possible for the purpose of a referral to the Reporter if deemed necessary.

Late coming data recorded on SEEMIS should be regularly reviewed and analysed by the PT Pastoral responsible. A student absence report should be printed weekly by Pastoral Administrative Assistant and distributed to all PT Pastoral.

It is suggested that the sequence of late coming letters to parents/carers outlined in **Fig.2** (Appendix 5).should be followed. Thereafter in the first instance the PT Pastoral should generate a parental letter raising awareness of the late coming issue with parents / carers (This will be followed by a second letter) which will request a meeting with the parent/carer.

It should be clear to parents and young people that consequences for lateness will be considerate towards family circumstances and when staff become aware of difficulties they will do what they can to help in partnership with other services.

**Fig 2.**

Latecoming	
Att/Late/1	Three or more 'lates' in one week
Att/Late/2	Continuous late coming from week to week
Att/Late/3	Letter to parent – Refer to IST / EST
	Phone call from Pastoral as appropriate

## **10.Role of Senior Leadership Team**

SLT must have awareness of all pupils with unauthorised absences within their house group and should check this on a weekly basis.

SLT should raise any concerns regarding pupil absence at their weekly house meeting and instruct appropriate interventions as they see fit.

In the first instance it is the role of the PT Pastoral to administer initial contact with the Parent / Carer (by letter, phone call or parental meeting) but if this is not successful this should escalate to SLT level who will support the PT Pastoral in implementing further strategies.

On a monthly basis the Senior Leadership Team must complete their analysis of statistics generated by the Principal Teacher Data Literacy and highlight any concerns which should be discussed at the House team meeting.

For pupils who attend college, the 16 plus co-ordinator will forward weekly college attendance registers to the school office to allow college attendance to be updated from their records. The school office should notify the relevant PT Pastoral to allow them to discuss these attendance concerns with parents and /or pupils.

## 11. Role of the School Office

The School Office staff will log all parental calls regarding pupil absence on a daily basis and adjust the attendance code as appropriate on SEEMIS

The office assistant responsible for attendance and registration will check the school answer machine **and text messages** each morning for parental calls regarding pupil absence and adjust the attendance code on SEEMIS as appropriate.

All parental letters regarding pupil absence will be recorded and the attendance code on SEEMIS adjusted as appropriate. All parental attendance letters are then filed in the Pastoral Base.

All late coming of pupils will be recorded in the 'late ledger' (kept in the School Office) by the ISA between 8.50 and 9.10am, thereafter all late pupils will report to the school office. Late coming after 9.10am will be recorded on SEEMIS by the Office receptionist.

Text messages are sent from the school office to all absent and late pupils at approximately 10am on a daily basis to alert parent/ carers to pupil absence. Parent/carers are asked to respond by text message or telephone call to the Pastoral administrative assistant or school office.

It is the responsibility of the Office staff to update the attendance of any pupil sent home sick or present at the school office (blue chairs) for any period of time.

Text messages are sent to all pupils with any unauthorised absence at the end of each school day to alert parent/ carers to pupil absence. Parent/carers are asked to respond by text message or telephone call to the Pastoral administrative assistant or the school office who will amend attendance status to the correct code on SEEMIS. (The Pastoral administrative assistant will liaise with the office to inform when all discrepancies are completed)

At the end of each school day the office assistant responsible for attendance and registration will change any pupil absences recorded as **'TBC'** to **'UNA'**

Office staff will generate a list of staff who fail to complete registers on a daily basis and DHT Pupil Support will support them in line with local authority guidelines.

## 12. Absence Procedures and Authorised Absence

All notes for absence should be handed in to the school office at the beginning of the school day.

On receipt of a note, telephone call, text or email the office staff should then change pupil status from **'TBC'** to **'A'** on SEEMIS 'Click and Go'. Thereafter, notes should be dated, sorted by House and then passed to PT Pastoral to be filed.

All appointments requiring a pupil to be absent from school for a period of time during the school day must be accompanied by a parental permission letter or telephone call. The office will record this within a medical and dental category using the '**PER**' (Permission) code on SEEMIS.

Staff will notify the school office when taking pupils out of school and provide them with an accurate list of pupil attendance recorded on the day of the trip. Pupils must be marked TBC if they do not attend as expected. Office staff will record attendance accurately on SEEMIS using the appropriate code.

### **13. Late Coming Procedures**

The Inclusion Support Assistant (ISA) will be responsible for recording all late coming of pupils from 8.55am till 9.10am each day.

The ISA will record the pupils name and house group and the reason for late coming in the late coming folder (kept in the school office) and thereafter issue the pupil with a late coming slip (dated) to be passed to their class teacher.

This record of all late pupils will then be passed to the school office who will change the pupil attendance entry on SEEMIS from '**TBC**' to '**Late**'.

Thereafter (between 9.10 and 9.40am) pupil late coming will be recorded by the school office. Pupils will report directly to the office who will register them and issue a late slip to each individual. This will also be recorded by the Office staff on SEEMIS as '**Late**'.

If a pupil arrives late to class during period 1 without a late slip the teacher should ensure SEEMIS is changed from '**TBC**' to '**Late**'

Any pupil who goes directly to their Period 2 class will be recorded as **TBC** period 1 and where this is a regular occurrence, the discrepancy will be followed up by PT Pastoral.

PT Pastoral must have an awareness of pupils regularly marked **TBC** from period 1 and 2 classes and issue sanctions accordingly.

#### **13.1 Next Steps**

Late coming data recorded on SEEMIS should be regularly reviewed by the PT Pastoral responsible on a weekly basis.

The Pastoral Admin Assistant should send a weekly email to PT Pastoral highlighting any pupil with three or more instances of late coming that week. Late coming letters should then be generated as required.

Any pupil causing concern should be discussed at individual House meetings.

Thereafter in the first instance the PT Pastoral should generate a parental letter raising awareness of the late coming issue with parents / carers (Appendix 5) letter Att/late/1)



If the late coming situation still does not improve a Parental interview request letter (with a suggested date and time) should be sent by PT Pastoral on behalf of DHT House. (Appendix 5 letter Att/late/2)

If there is no response to the interview request and the late coming situation has not improved, a referral to IST should be made by the House team. (Appendix 6)

After discussion the IST team will put in place interventions to support improving pupil attendance.

## **14. Attendance Discrepancies**

To ensure the safety of our pupils we operate a same day / period by period check of pupil attendance.

A text message will be sent to parents / carers of all pupils marked absent at end of Period 1

A second text message will also be sent to parents / carers at the end of the school day (during Period 7) which will highlight any absences that have occurred throughout that day.

An anomalies report will be generated by the Pastoral Office at the end each period from Period 2 until Period 7. This will highlight any pupil absences from class each period in the day.

The Pastoral Administration Assistant will check anomalies for S1 to S4 pupils as a priority

The House team will monitor S5 and S6 attendance. Following a 'Cause for Concern' from departments.

### **14.1. Discrepancy Procedures**

Staff must complete register accurately within the first 10 minutes of the period

A member of PS staff will be present in the Pastoral office for the first 20 minutes of each period

Staff will send any pupil marked **TBC** the period before but who is now present in class to the Pastoral Base (with a permission slip which a member of the Pastoral team will sign – Appendix 2). The reason for absence will be checked/ investigated and where appropriate changed on SEEMIS.

The Pastoral Administration Assistant will check with Learning Hub and Behaviour Centre for any absent (missing) pupils

Office staff will record any pupils sent home sick or sitting at the school office (blue chairs)

DHT Pupil Support will provide Pastoral Administrative assistant with a list of vulnerable pupils who may have permission to be excused from class.

The Pastoral Administration Assistant will then send a text alert to the Parent/Carer of the missing pupil with instructions to call or text the Pastoral Admin Assistant in the Pastoral Base as soon as possible.

The Pastoral Administration Assistant will feed back to PT Pastoral at the end of the day (via email) who will then endeavour to deal with any truancy.

Alerts of persistent individuals who truant will be set up as 'code red' on SEEMIS to alert the Pastoral Administration Assistant immediately when the pupil is missing and Pastoral PT will be notified immediately.

Staff completion of registers will be closely monitored

Issues around staff repeatedly refusing to complete registers will be discussed with PS DHT and HT and may lead to discipline procedures being initiated.

### **15. Code Red Procedures**

We should use 'code red' alert on SEEMIS to react to an unexplained absence where there are care and protection issues or where the young person is regarded as vulnerable. When a code red pupil is absent teaching staff must immediately notify the school office. If possible, the office staff should check with DHT and / or PT Pastoral before contacting the main pupil contact on SEEMIS.

### **16. Vulnerable /Attendance Concerns list (code red pupils)**

The vulnerable /attendance concerns list (Appendix 7) is checked by the Pupil Administrative assistant on a period by period basis through the discrepancy procedure on a daily basis and should be regularly updated through house meetings. Pupils on the list should include:

- Children on the Child Protection Register
- Children with Social work involvement
- Where there is physical or mental illness
- Where there is peer pressure / bullying concerns
- Where there is known or suspected drug or alcohol misuse
- Where there is known or suspected domestic violence

### **17. Child Protection Register**

For any young person on the Child Protection Register, immediate contact with Social Work Department should be made by the DHT Pupil Support / PT Pastoral Support to determine the next steps. Immediate attempts should be made to contact the family and professional judgement should be made on explanation for the absence.

If staff remain concerned or no contact has been established, Home link, the Inclusion Support Assistant or Social Work may need to make a home visit that day. All actions must be recorded on the pupil's CP chronology file.

If Home link carry out the visit and there is no clear sight of the young person, social work must be informed by the DHT Pupil Support or police notified if appropriate.

## **18. Other Possible Strategies for Attendance**

- Pastoral Support Assistant will telephone targeted pupils marked 'Unauthorised' for a whole day with a view to changing these to 'Absent'
- Inclusion of a text line for parental responses to any absence queries
- House attendance and behaviour is a standing item on the weekly SLT meeting agenda. Head Teacher produces and analyses data before discussion with house DHTs.
- Letter to all parents reinforcing the importance of good attendance and the impact on attainment (highlighting the importance of following absence procedures). This should be included in the pupil starter pack at the beginning of each session.
- Emailing or posting attendance printouts weekly to parents of persistent pupils who truant regularly.
- All tracking reports for all year groups should contain a print out of attendance.
- Implementation of the Nurture base and breakfast club
- Access to the PEF funding to help remove barriers arising from 'cost of the school day'
- Regular TAC meetings resulting in interventions to support poor attenders (e.g. individualised, planned packages, flexible timetables, access to wider achievement programmes etc.)
- Attendance should be discussed by Pastoral Support teacher at Parents Evenings when the opportunity presents itself.

**Policy will be initially reviewed in December 2020 and thereafter on a three year cycle (December 2023)**

## Appendix 1

### Attendance definition

Attendance is defined as participation in a programme of educational activities arranged and agreed by the school including:

- Attendance at school
- Learning outwith the school provided by a college 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
- Study leave for pupils participating in National exams, if arranged by the school during the period of the national examination timetable.
- Receiving tuition via hospital or outreach teaching services
- Work experience

## Appendix 2

### Discrepancy Slip

#### **Pupil Marked TBC from Class**

This pupil will report to the Pastoral Support Base as they were marked TBC on the register for the previous class.

Return to class: Time: \_\_\_\_\_ Signed: \_\_\_\_\_

Appendix 3

Pastoral Support 'Cause for Concern' proforma

GLENIFFER HIGH SCHOOL

GETTING IT RIGHT FOR EVERY CHILD

PUPIL SUPPORT: CAUSE FOR CONCERN

*Before completing this form please read over the page.*

For the attention of: \_\_\_\_\_ (name of PT Pupil Support)

Pupil Name: \_\_\_\_\_ House Class: \_\_\_\_\_

**STAFF MEMBER NAME:** \_\_\_\_\_

**Grounds for Concern:** (Tick and comment)

<i>Safe</i>	<input type="checkbox"/>	<i>Healthy</i>	<input type="checkbox"/>	<i>Achieving</i>	<input type="checkbox"/>	<i>Nurtured</i>	<input type="checkbox"/>
<i>Active</i>	<input type="checkbox"/>	<i>Respected</i>	<input type="checkbox"/>	<i>Responsible</i>	<input type="checkbox"/>	<i>Included</i>	<input type="checkbox"/>

*Comment:* \_\_\_\_\_

Discussed with Subject Principal Teacher (mandatory): \_\_\_\_\_

**Action**

Pupil counselled \_\_\_\_\_ Raised at EST \_\_\_\_\_  
Parent contacted \_\_\_\_\_ Referred to DHT \_\_\_\_\_  
Parent interviewed \_\_\_\_\_ Other \_\_\_\_\_

**Comments:** \_\_\_\_\_

Pupil Support Principal Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## Criteria for using Cause for Concern

### Learning/Behaviour Support

(please refer to Confidential profiles in department/on server)

1. Pupil displaying challenging behaviour after all support strategies/discipline procedures have been tried.
2. Pupil is still not coping with the work of the class when other strategies have been tried.

### Pastoral Support

1. A pupil discloses personal information which is a concern but is NOT a Child Protection issue.
2. Pupil displays a change in attitude e.g. lethargic, sleepy, unresponsive etc.
3. A pupil's personal hygiene is an obvious problem.
4. A pupil appears upset, vulnerable.
5. A pupil appears isolated and withdrawn.
6. Report of non-completion of homework as per school Homework Policy.

### Pupil Support

Learning and Behaviour – Mrs McBride

### Pastoral

Brodie – Mrs Foley

Glen - Mrs Denny

Moredun– Miss Cameron

Thornly– Mrs Harris

### GIRFEC Indicators

<b>Safe</b>	<i>Protected from abuse, neglect or harm at home, at school and in the community.</i>
<b>Healthy</b>	<i>Having the highest attainable standards of physical and mental health, access to suitable health care and support to make healthy and safe choices.</i>
<b>Achieving</b>	<i>Being supported and guided in their learning and in the development of their skills confidence and self esteem at home, at school and in the community.</i>
<b>Nurtured</b>	<i>Having a nurturing place to live, in a family setting with additional help if needed or, where this is not possible, in a suitable care setting.</i>
<b>Active</b>	<i>Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development at home and in the community.</i>
<b>Respected And Responsible Included</b>	<i>Should be involved in decisions that affect them, should have their voices heard and should be encouraged to play an active and responsible role in their schools and communities. Having help to overcome social, educational, physical and economic inequalities and being accepted as part of the community in which they live and learn.</i>

## Appendix 4

### Attendance letter order

Absences with no notification from Parent / Carer	
Att/2	Below 95% Letter
Att/2A	Below 90% Letter
Att/2E	Continuous absence despite previous correspondence letter
Att/2B	Below 90% letter with appointment (date and time)
Att/2C	DHT letter with appointment (date and time)
Att/2D	HT letter with appointment (date and time)
Att/3A	Letter to parent – Refer to IST / EST
Att/3B	Letter to parent – Invitation to TAC meeting
Att/3D	Letter to parent – invitation to IA meeting
Att/3E	Referral to SCRA Reporter

## Appendix 5

### Late coming Procedures

Latecoming	
Att/Late/1	Three or more 'lates' in one week
Att/Late/2	Continuous late coming from week to week
Att/Late/3	Letter to parent – Refer to IST / EST
	Phone call from Pastoral as appropriate

## Appendix 6

IST/EST referral sheet

Weekly House Meeting      House \_\_\_\_\_ Date \_\_\_\_\_

### Internal Support Team Referral

The following pupils should be referred to IST for further discussion:

Pupil Name	House Group

### External Support Team Referral

The following pupils should be referred to EST for further discussion:

Pupil Name	House Group

### EST Review

Please add the name of any pupil previously raised at EST you would like to review

Pupil Name	House Group

NB. All EST referral names must be supported by a completed EST referral form which should be passed to Linda Campbell in the School Office.



