



Williamwood
High School

Mighty oaks from little acorns grow

Promoting Positive Attendance and Timekeeping Policy

An Ongoing Story of Maximising Attendance

Respect * Ambition * Kindness

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Williamwood High School's Aims

The school promotes high expectations and standards which create an inclusive environment, where all are encouraged to strive to achieve their full potential. The positive ethos across the school and a high degree of commitment shown by our staff, our young people and our parents, as well as the wider community, allow the young people of Williamwood to achieve their full potential, both academically and socially.

Our school values of Respect, Ambition and Kindness underpin the life and work of the school. We recognise learners' successes in living the school values through their actions and choices. Our school vision of 'Mighty Oaks from Little Acorns Grow' aims to develop the skills which will enable our young people to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Rationale

Poor attendance has been linked to lower levels of attainment, negative peer relationships, emotional and behavioural difficulties, and poorer employment opportunities. Indeed, attendance is one of the five key drivers for raising attainment. In Williamwood High School we are therefore committed to working in partnership with young people, parents/carers and staff to promote good attendance and timekeeping. Further, the National Child Protection Guidance stresses the importance of promoting good attendance at school as a protective measure for children who may be at risk.

Background and Legislation

This policy makes use of current documentation that has supported our strategic planning. In particular, we have utilised the following documents:

- Education (Scotland) Act 1980, Section 30:
<https://www.legislation.gov.uk/ukpga/1980/44/section/30>
- Education Scotland. (2018). *How Good Is Our School?: Part 2*
<https://education.gov.scot/media/l4ypcopt/hgiours-part2.pdf>
- Education Scotland. (2015) *How Good Is Our School 4th Edition*
https://education.gov.scot/media/2swjmnbs/frwk2_hgios4.pdf
- Scottish Government. (2022). *Getting it Right for Every Child*
<https://www.gov.scot/policies/girfec/>
- Scottish Government. (2021). *National Child Protection Guidance*
<https://www.gov.scot/policies/child-protection/national-child-protection-guidance/>
- Scottish Government. (2019). *Included, Engaged and Involved*
<https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/>
- Scottish Government. (2017). *National Improvement Framework*
<https://www.gov.scot/publications/national-improvement-framework-drivers-of-improvement/>



Aims of Policy

This policy aims to support a culture where, as recommended by the Scottish Government, young people are included, engaged and involved.

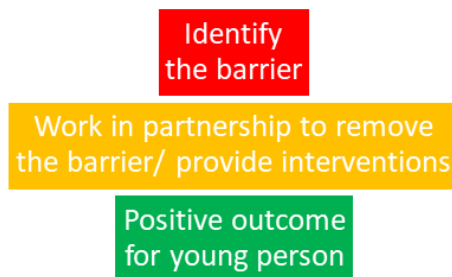
The policy outlines our processes for recording and managing attendance and absence. It highlights our routines and systems for supporting young people and their families in order to ensure young people maximise their attendance and engagement with school.

In addition, the roles and responsibilities of all stakeholders are outlined to maintain a partnership approach.



Understanding the 'Flow of Attendance'

While many schools track and monitor trends and patterns forensically, patterns of absence typically emerge from a simple flow anchored around a lack of early intervention.



Quality first intervention for all will give the best chance of success. The quicker we adapt and respond to absences, the less likely young people are to be absent for non-genuine reasons. Each day of absence for a young person brings greater difficulty for their return, particularly when this escalates into weeks rather than days, or when patterns emerge. Attendance and attainment are inextricably linked and we must understand the impact poor attendance will have on a young person's chances of success. The table below shows how quickly absence can build up.



Attendance Aug - July	Actual number of school days missed	Approximate number of lessons missed
95%	9	59
90%	19	125
85%	28	185
80%	38	251
75%	47	310
70%	57	376

It is important to recognise that while we have a wealth of data on attendance, it can become overwhelming – especially if we try to analyse the data more frequently than necessary. All colleagues who are involved in monitoring attendance meet fortnightly to collectively analyse data, and this information then informs interventions. We always use openings to track attendance, since percentages will move as the year goes on and can give a false picture. The overall attendance of a cohort (Year Group/Case Load) should be tracked first to give ‘the big picture’. Then this can be broken down into sub groups.

Roles and Responsibilities

We all have a part to play in ensuring good attendance. Below is an outline of the minimum expected of each stakeholder, dependent on their role.

Parent/Carer

Parental/ carer engagement is key to ensuring good attendance. They have a legal responsibility to provide efficient education to their child until they reach school leaving age (Section 30 of the Education (Scotland) Act 1980). We work in partnership with parents/carers to ensure positive relationships that promote the benefits of regular attendance. Parents/carers are responsible for advising the school of absence.

Class Teacher

Teaching staff should:

- Be present to greet all students at the scheduled period start time
- Ensure they have completed their register accurately by 9:00am and update late coming between 8:45am and 8:50am accurately.
- Follow up any absence from class with appropriate learning activities – signpost to Google Classroom



- Regularly monitor class attendance and alert appropriate staff to any concerns regarding pupil absence

PTPS

Staff with a pupil support responsibility should:

- Be aware of early signs or concerns which may cause absence, to allow support plans to be arranged and adaptations and plans to be drawn up as appropriate
- Ensure absence does not become a pattern or habit following a specific issue
- Develop positive and trusting relationships with pupils and parents to prevent difficulties arising and to ensure difficulties are discussed and resolved when they do take place
- Respond quickly to absence, to ensure young people are safe and well
- Follow up on absence, to enable the school and partners to make an effective response
- Support reintegration into learning following a period of absence
- Identify non-attendance each day by 10:00am
- Engage with and analyse attendance and late coming data, providing interventions where necessary
- Maintain an accurate Attendance Priority List, liaising with SLT where appropriate

SLT:

- Attend monthly attendance clinic/surgery
- Support PTPS and PT/FHs in following up any concerns regarding attendance
- Support and challenge parents to encourage full attendance of their child
- Support appropriate interventions
- Support PTPS when attendance concern escalated to Att. Letter 4

Office

- Accurately record and promptly amend attendance records to take account of individual circumstances e.g. planned/genuine absence, scheduled appointments, etc.
- Update late arrivals after 8:50am including issuing 'late slip'



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- Follow up any incomplete registers with teaching staff in a timely manner each period
- Provide requested reports to PTPS/DHT



Morning Routines: Best Practice

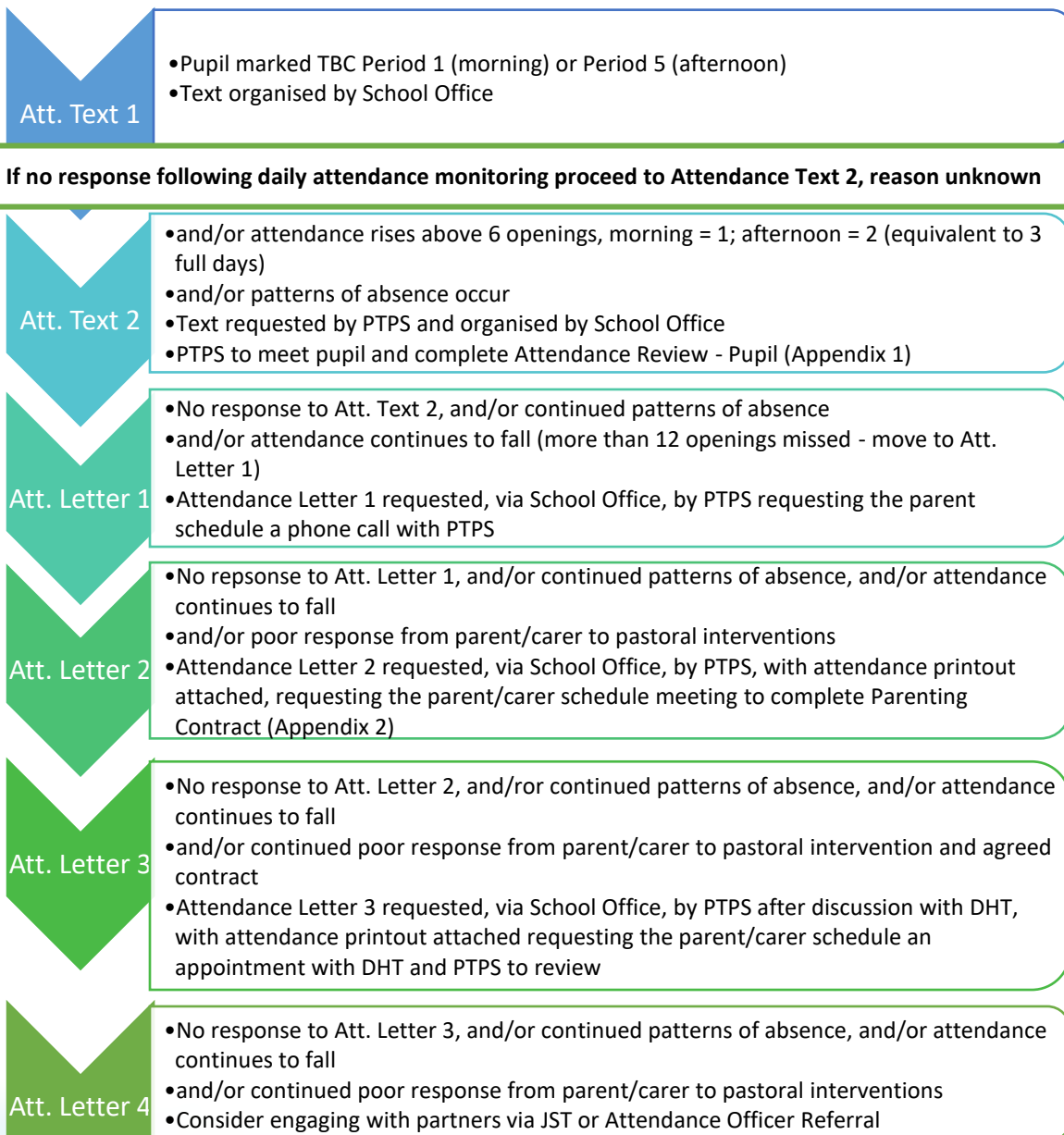
The morning routine is key to a safe and successful attendance provision. It is everyone's responsibility to make sure this happens, following the steps outlined below:





Escalation System: Attendance

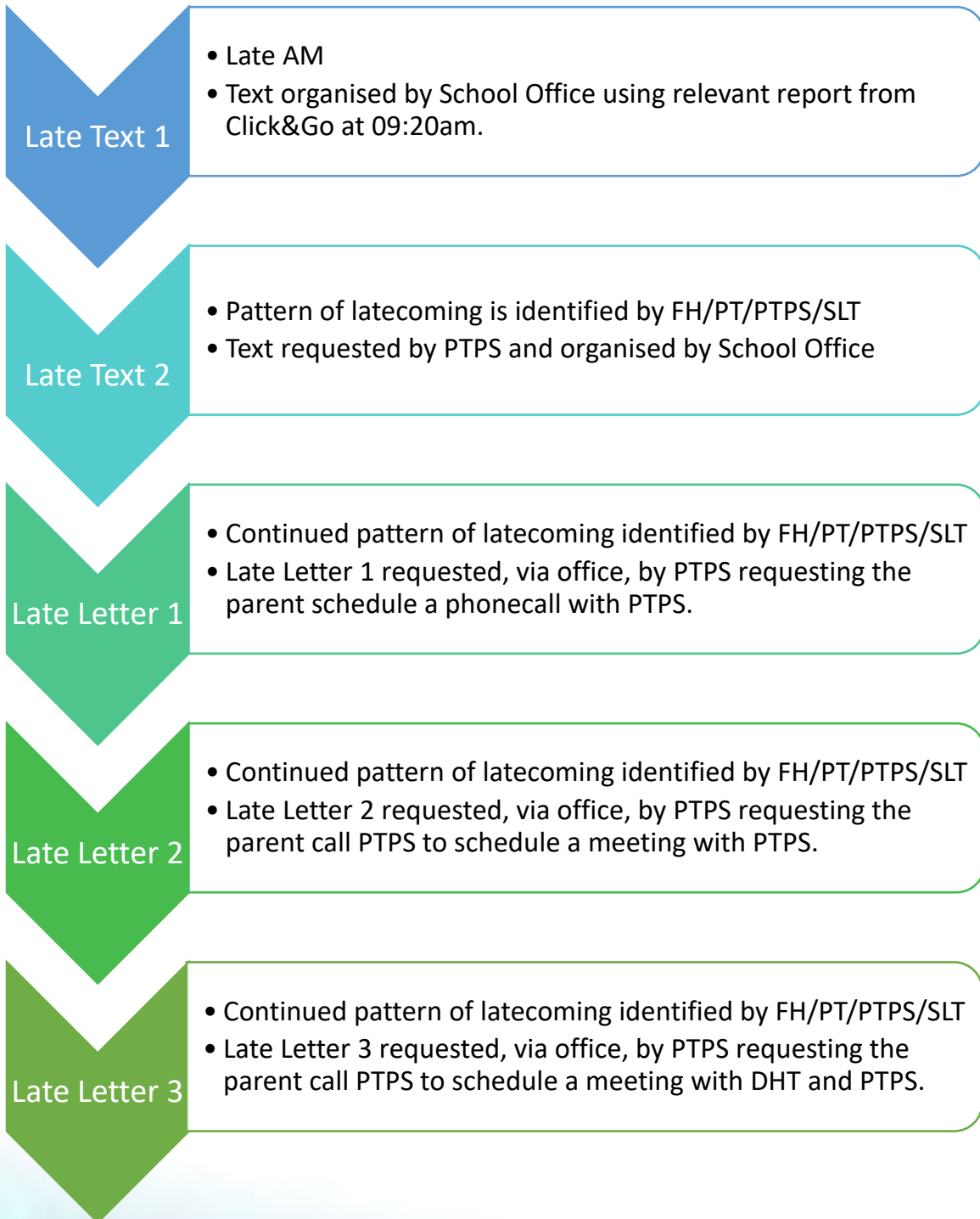
Each stage of the escalation system will only be applied once as letters and texts that are not in line with this system can confuse parents and reduce the impact of further intervention.



The above will not apply to every young person. Through formal fortnightly discussion as a Support team, bespoke approaches and/ or interventions may be required.



Escalation System: Late-Coming





Appendix A: Attendance Review – Pupil Meeting

Name:	Class:	Date:
Current % Attendance/Openings missed:	Number of late marks :	
Attendance Target:	Attendance Expectation: 100%	

What do you like about school?

What would make school better for you?

How does your attendance compare with the school's expectation (minimum 95%)?

What do you need to improve or maintain your attendance? How can you do this?

**Success criteria for our next review....(date agreed with PTPS:
_____)**

1: To maintain my high attendance / to improve my attendance to the agreed target* (delete as appropriate)

2:



3:

Agreed actions for the school...

Signed:

Pupil: _____

PTPS: _____

Appendix B: Parenting Contract Process

Families are likely to encourage full attendance where they feel part of the school community and where schools work alongside them as equal partners (Scottish Government, *Included, Engaged and Involved*, 2019), therefore ensuring that they are supported and involved at every stage is key to supporting positive attendance. Where a situation has escalated to an in-school meeting, it is important to remember that the tone should be supportive, yet impactful.

Keeping things simple

Ensure parents understand:

- where in the escalation system they are
- the meeting is supportive
- the actions you decide are with the overall aim to improve their child's attendance
- the next steps in the escalation system

Always take their view

Parent voice and the child's voice are integral to this meeting being purposeful.

Fully explore:

- what the parents identify as the reasons why their child's attendance is too low
- the actions taken by the parents to date to improve their child's attendance - feedback at this stage can often be positive
- why the child feels their attendance is too low – include contributing factors, no matter how small

Look at their school day

It may be useful to use reintegration to explore a standard school day for the student. Always:

- include the process the night before – what do they have to do to be prepared for the school day?
- look at if there could be any triggers / non-school related concerns which could impact their arrival at school
- Consider the use of coping mechanisms at this stage for any barriers they face



Use the school's provision

Using our provision, identify any strategies which may help support this student to attend school. Always use the extra-curricular offer to engage – their non-attendance of school may not mean they don't want to be there. Explore who they will see at all parts of the day – buddy systems, friends, meet and greet, staff contacts, etc.

Set the tone

The most important thing to do at the meeting is to set the tone – you are here to help the parent but you must ensure they understand the severity of the situation. The best outcome for the meeting is that the child begins to engage and attend regularly.

Final steps

- Make sure you schedule a review for the child – make small steps to success
- Give small, tangible rewards / actions for when the success criteria are met
- Make sure the child has a full support network inside and outside of school – and knows who to speak to if things start to go wrong.



Appendix C: Parenting Contract Form

Name	DOB	Class
In attendance: (name and role)		
% Attendance / Openings Missed	% Unauthorised absence	No. of late marks
Reasons for poor attendance: please indicate parental views		
Summary of actions already xxx – parent/carer and school		
Agreed actions and date of review:		

Signed:

Parents: _____

PTPS/DHT: _____

Child: _____



Appendix D: A Guide to Attendance Codes

-	Present
=	Part Time Timetable (health related)
~	In school but not in class
7	Refusal to attend
A	Other Authorised Absence
B	Sickness with educational provision
C	Closed (e.g. election)
D	Notifiable Illness (Self Certified)
D	Self Certified
E	Authorised Parental Holiday
F	Medically Certified
F	Notifiable Illness (Medically Certified)
G	Parental Holiday
H	Should Not Attend
H	Should Not Attend (Notifiable Illness)
H	Holiday
I	In-Service
J	Late (arrives before mid-opening)
K	Late (arrives after mid-opening)
M	Missing
N	Other unauthorised absence
O	Other attendance out of school
P	Medical or Dental Appointment
Q	Exceptional domestic circ. (authorised)
R	Exceptional domestic circumstances
S	Study Leave
T	To be Confirmed
U	Truancy or Unexplained Absence
V	School Visit
V	Field Trip
W	Work Experience
X	Exclusion
Y	Part Time Timetable (exclusion related)
Z	Extended leave with parental consent
#	No admission date



Appendix E: Call Scripts

The purpose of the phone call is to let the parent know that their child's attendance has dropped and that we hope they will be able to come in every day moving forward. It is important to reassure the parent early on that we do know that all children get ill from time to time, but that we want to work with parents to make sure all children at our school attend fully and achieve their potential.

Some parents may question the procedure for tackling attendance. It is important to softly reinforce that education at secondary level is so fast paced and that children, by missing a handful of days, can easily fall behind. In our staff meetings, teachers understand the importance of every minute which is why we have engaging lessons ready to teach right from the morning bell. Emphasise that our school target is 95% with the whole school aiming for 100% as individuals. Anybody below that level is at risk of missing out on vital education and to see a child below 90% is very rare.

Children love structure, boundaries and routine. In the event of home issues, a chaotic lifestyle or family bereavement, supported learning in school is often the best formula for their success during these vulnerable periods. It is important that this is stressed to parents if they elect to keep their child off school for any of the above issues. As a school who offers some of the best support in the area, we ensure that our children have everything they need to succeed, breaking down any barriers to learning we see.

Example dialogue:

Hello. It's Mrs X here from school. Is that Mrs XX?

I am just giving you a quick call to let you know that X's attendance has dropped below the threshold – I can see from his record that **(he's been unwell / there are lots of unauthorised absences)**

If unwell:

Absolutely, we do understand that all children get sick from time to time but we are aware that the local authority monitor the attendance of children below 90% and we don't want X to fall below that which is why we're letting you know early on.



Has he fully recovered now? Is there anything we can do in school to help? What I will do is I'll keep an eye on things and check he's doing OK in school. I'll ask his/her teachers to do the same.

If we could try to ensure X comes to school every day, that will improve his/her attendance. If you need anything please give me a call anytime – likewise if you do feel he/she is ill, if you do send them into school and we will always send children home if they're too ill to be in school. Close.

NB: Information and actions from the call should be recorded on Click and Go Pastoral Notes

If unauthorised absences:

Part of the reason I am ringing is because we monitor low attendance and I don't want X to fall below their threshold of 95%. Was illness the reason for his/her absence?

I would ask that if he/she is unwell in the future if you could please contact the school to let us know – this way we can authorise the absence. At the moment, X's absences haven't been authorised.

He/she will need to make sure they come in every day now to improve their attendance. What I would say is that if you feel they are ill, bring them to school because we will always send home any child who isn't well enough to be here. I'll also ask his/her teachers to keep an eye on things and check he/she isn't falling behind. I'll keep my eye out too.

Please let me know anytime if there's anything more we can do to support. Close.



Appendix F: Pupil Re-Engagement Plan

Name	Year	Date of plan
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Major/minor concerns in school

Concern	Solution

First day provision

The night before	What needs to be done to prepare for the day ahead?
On my arrival	Who will meet me? Where shall I go? What time?
First lesson (s)	Include lessons/1:1 provision/group work/specialist learning area
Break time	What shall I do during social time? Where shall I go? Arranged to meet a friend/key member of staff?
Lesson (s)	Include lessons/1:1 provision/group work/specialist learning area
Lunch time	What shall I do during social time? Where shall I go? Arranged to meet a friend/key member of staff?
Lesson (s)	Include lessons/1:1 provision/group work/specialist learning area
After school	Who is picking me up? Shall I go to see a key member of staff first?



Agreed actions

1: _____

2: _____

3: _____

4: _____

5: _____

Agreed roles:

Child	
Parent	
School	

How do I track my success?

- Traffic light system to show teachers what I understand
- Journal to write down my thoughts
- Time out card
- Other

When will my reviews take place?

Child/parent review	Child/teacher review	Team around the child review

Success criteria:

In _____ day we would like to see _____

In _____ days we would like to see _____

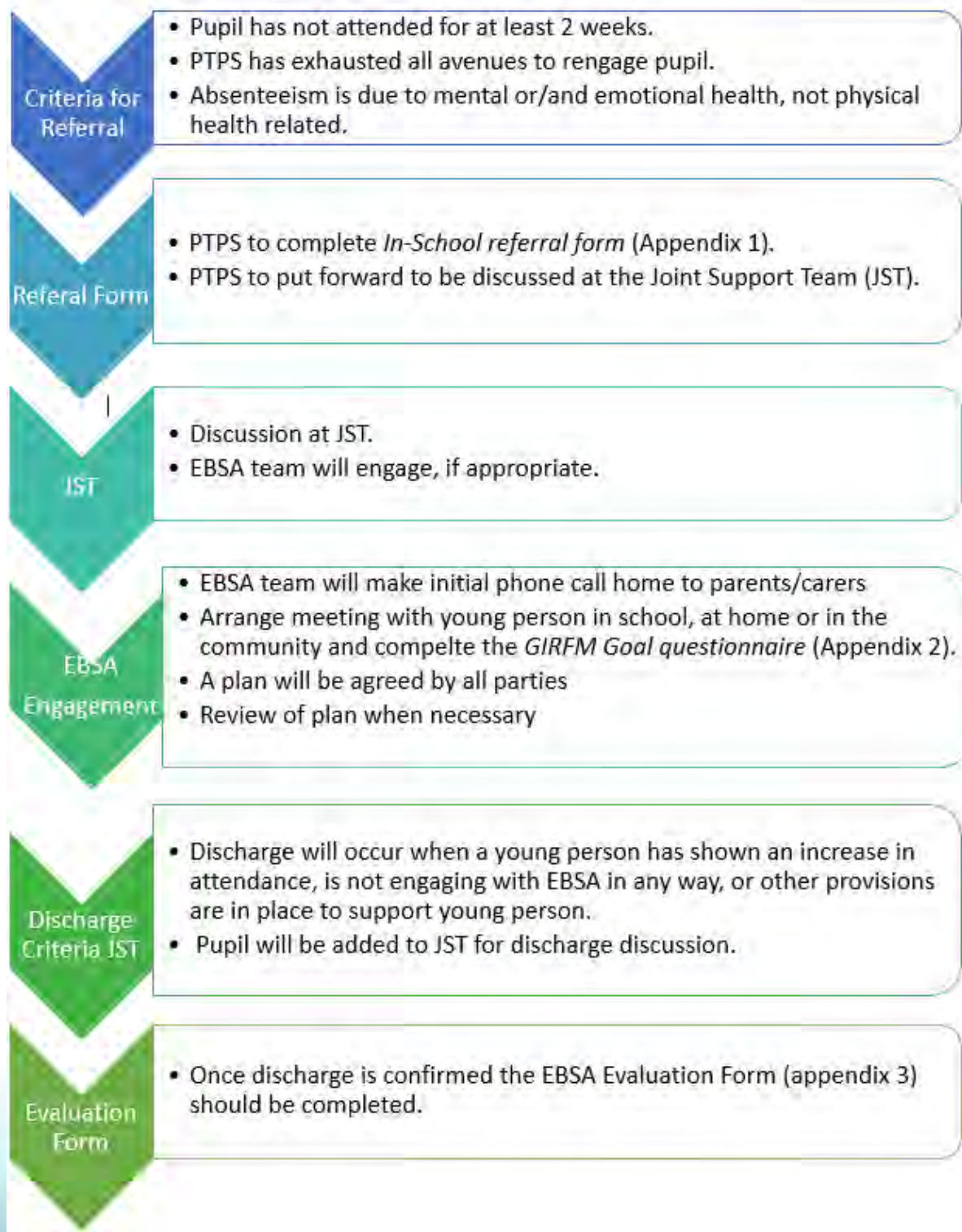
In _____ weeks we would like to see _____

A copy of this plan should be sent to the following people:

- Child, Parent, DHT, PTPS, File



Appendix G: EBSA Support





1. Pupil highlighted/referred by DHT/PTPS/Parents for further support

Referrals made are for young people who have shown no attendance within at least a 2 week period and PTPS have exhausted avenues to try to reengage young person. Absence should be anxiety and/ or mental health based, not because of physical health issues.

Staff referring the young person should complete the [In-School referral form \(Appendix H\)](#) and put forward to be discussed at the Joint Support Team (JST).

The young person will be discussed at the JST and a decision made, based on strategies already tried. Our teacher of pupil support will then work to engage with the young person. In the event of the caseload being full, the young person will go onto a waiting list.

2. Data gathered and initial comments collated from PTPS/DHT/Pastoral notes

Following the JST, teacher of pupil support will read the referral and gather any additional information from PTPS/DHT and through pastoral notes. This, along with any current provision will be placed on the central Health and Wellbeing database.

3. Initial call home to parents and carers

During the initial call home the teacher of pupil support should introduce themselves and explain their role. In this call they should gather the parent's/ carer's perspective on the barriers to attendance and what in their view will help support the young person back in the school building. If appropriate, the teacher of pupil support should arrange for a home visit or discussion in school with young person (attendance dependant) to talk about how we can best support them and their learning. Both the teacher of pupil support and PTPS should attend home visits. Meetings in school can be with either of these, but will usually be led by the teacher of pupil support. Key points from this first interaction and future meetings should be recorded in pastoral notes with both PTPS and DHT being alerted. The PTPS with the strategic remit for EBSA along with the teacher of pupil support will record interactions and interventions.

4. Home visit/in school pupil meeting

The teacher of pupil support and PTPS will aim to carry out a home visit or meet with young person in school. This should start with an informal chat with the



young person to make them feel at ease and allow positive relationships to begin to be formed. At this stage the young person referred should complete the [GIRFM Goal questionnaire \(Appendix I\)](#) to allow the EBSA teacher see what barriers the young person is facing in relation to school, how much work they are doing at home and how we can best support them in returning to school.

If the young person is not attending at the initial interaction stage, staff will discuss the young person coming in for a visit to the school. Staff will communicate that that this would not mean attending their classes, with an aim to reengage with the school environment. Dependent on the year-group of the young person, staff will discuss priority subjects to them with a view to start accessing work that is accessible for the young person at home. Staff should check that the young person has access to Google Classroom and monitor their level of engagement.

Teacher of pupil support should update pastoral notes alerting PTPS and DHT. All documents should be saved in [Pupil Support Share> Folder 34 Attendance 22 23> EBSA> EBSA Pupil Paperwork- Sensitive Confidential](#). At this stage class teachers should be updated by the teacher of pupil support if relevant.

5. School Visit/Parental and Carer meeting in school

The meeting/visit should be arranged at a time suited to young person/family and staff should make sure appropriate interview room is booked in advance. A different entrance to the school can be discussed with the pupil/parents if staff feel this is required.

Teacher of pupil support should update pastoral notes alerting PTPS and DHT. All documents should be saved in [Pupil Support Share> Folder 34 Attendance 22 23> EBSA> EBSA Pupil Paperwork- Sensitive Confidential](#)

6. Plan Agreed

Using Getting It Right For Me Form, with the young person, agreed on a future plan and move onto next phase of young person's learning with all parties involved. Class teachers should be notified (if appropriate) of next steps at this stage and the plan shared with all parties as appropriate.

Teacher of pupil support should update pastoral notes alerting PTPS and DHT. All documents should be saved in [Pupil Support Share> Folder 34 Attendance 22 23> EBSA> EBSA Pupil Paperwork- Sensitive Confidential](#)

7. Review

Review date to be set when plan is agreed depending on pupil needs and plan decided. All parties should be present and appropriate room should be booked in advance.

Reviews should continue as long as required and until discharge is decided by all parties involved (Teacher of Pupil Support, PTPS, DHT, Young Person and Parents/ Carers). After each review, pastoral notes should be updated with PTPS and DHT tagged. Following meetings, any updates should be passed on to class teachers regarding any changes in provision for the young person via email with PTC cc'd in as well as appropriate year group DHT.

8. Discharge

Once a young person has reached the end of their EBSA input, an [evaluation \(Appendix J\)](#) will be completed on the support they have had access to. This will detail any strategies used as well as the outcome of the support. This will include attendance statistics before and after intervention as well as where the young person is now. The referral will also show the views of the young person and their parent/carer.

Discharge will occur when a young person has shown an increase in attendance, is not engaging with EBSA in any way, or other provisions are in place to support young person. Discharge will go through JST where it can be discussed and agreed in a formal setting. PTPS will resume full responsibility of the young person.



Appendix H: EBSA Referral Form

Name:	Class:	Date:
Current % Attendance/Openings missed:	Number of late marks :	

Please give as much detail about why you are making the referral?
What strategies are already in place for the young person?
Please detail what you are looking to achieve from this additional support?

Signed:

Pupil: _____

PTPS: _____



Appendix I: Getting It Right for Me – School Goal Questionnaire

Pupil Name
Class
Date
Barriers impacting me attending school
What is important to me at school?
What is important to me at home?
Things I have enjoyed doing at home when I have not been at school?
Things I have NOT enjoyed doing at home while not at school?
How have you been feeling at home?






← 1 2 3 4 5 6 7 8 9 10 →

Not good! Okay... Great!

How much learning have you been doing at home?

← 1 2 3 4 5 6 7 8 9 10 →

I haven't done much work I did some work I did lots of work

How do you feel about returning to school?

← 1 2 3 4 5 6 7 8 9 10 →

Not good! Okay... Great!

How can we best support you in your return to school?

Blank space for text input.

What is your goal once you leave school?

Blank space for text input.



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Pupil Signature
PT Pupil Support Signature



Appendix J: EBSA Discharge Evaluation Form

Name:	Class:	Date:
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Attendance before EBSA intervention:	Current % Attendance:	Number of weeks EBSA support:
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Summary of support the person received during the EBSA intervention?

Summary of pupil feedback - How do you feel the EBSA support has helped you?

Summary of parent Feedback - Do you think the support put in place for your child has been successful? Please explain your answer.

Signed PTPS: _____