

Parkhill School

Attendance Policy 2025-26



Contents

1- Legal

- The Law in Scotland
- Context
- Equity, Equality and Closing the Gap

2- Introduction- Attendance Definitions

Definition of attendance, authorised absence, unauthorised absence and Children and Young People Missing from Education

3- Managing Attendance

- Universal Service for All Children and Young People on Day 1 of Absence
- Ongoing Attendance Issues
- Compulsory Measures
- Further measures- Prosecution for Failure to Comply with Attendance Order
- Sample letters

4- Recording Attendance

- Staff and office procedures

5- Attendance Monitoring and Tracking

- Daily
- Weekly
- Monthly
- Care experienced pupils

6- Escalation of Attendance Interventions

-Daily, Green, Amber, Red, Deep Red and Blue (Staff Guide)

7- Staged Interventions- EBSNA

- Stage 1-4 interventions
- Whole establishment approaches to stage 1 and 2
- Whole establishment support frameworks
- Partners, Agencies and Resources

1-Legal

The Law in Scotland

Parents have a legal responsibility to provide an education for their child until he or she reaches school leaving age (section 30 Education (Scotland) Act 1980).

“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 a public school regularly or by other means.”

The Education (Scotland) Act 1980 allows an education authority to ask a parent/carer to provide an explanation for a child/young person's non-attendance at school.

The Education (Scotland) Act 1980 allows an education authority to make an application to the Sheriff Court for prosecution if a parent has not complied with an attendance order.

Context

Attendance is critical if we are to successfully raise attainment and achievement and close the poverty-related attainment gap. Attendance should be considered within the context of current policies and developments within Glasgow and aligned to the main strands of Glasgow's Improvement Challenge (GIC).

Attendance at school should be clearly linked to schools' overall approaches to promoting positive relationships and behaviour. Staged intervention structures and school's ethos, cultures and values are fundamental to promoting positive relationships and behaviour.

There are a range of strategies, programmes, and approaches which schools can and do use to improve relationships and behaviour and subsequently attendance. These include:

- relationship based whole school approaches such as solution oriented approaches,
- restorative approaches and rights based learning.
- nurturing approaches based on nurturing principles, including nurture groups more nurturing and trauma informed supports which can help children and young people feel more included within their school environment.

Equity, Equality and Closing the gap

Glasgow's Improvement Challenge seeks to address the poverty-related attainment gap. Whilst both the causes and the impact of poor attendance are known to be complex and multifaceted, research demonstrates the potential impact of poor attendance. Some studies have indicated that missing 10% of schooling (equivalent of 4 weeks) over the course of a year can impact on attainment.

Pupils living in areas with higher levels of deprivation tend to have lower attendance rates than those living in the least deprived areas. It is critical that as part of our approaches to raising attainment and achievement that we maximise pupils' attendance.

2-Managing and Recording Attendance

Definition of Attendance

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

Schools should seek to ensure that children and young people attend school or another learning environment for the recommended 25 hours in primary schools and 27.5 hours for secondary schools – see Management Circular 8 for guidance on part-time timetables.

Authorised Absence

School staff are best placed to decide the school's most appropriate response to requests for absence to be authorised. Schools may authorise absence when they are satisfied by a legitimate reason, provided usually by the parent or self-certified (via a note, email or phone call) or may be provided by another service provider.

Reasons for authorised absence may include:

- Illness where no learning provision is made (including on-going 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 Care 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
- Term time holidays where there are exceptional domestic circumstances
- Period of exclusion to be recorded in a separate category
- Extended leave with parental consent including some young carer activities
- Family recovery from exceptional domestic circumstances or trauma

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

Children and young people of all faiths may take authorised absence to enable them to participate in religious observance.

In some cultures, family weddings or funerals are major events which may require children or young people to travel (e.g. overseas) or participate in extended preparations. If this lasts for more than four weeks and the child cannot be traced, then the school would have the right to remove the child or young person from the roll in order not to be penalised in terms of its attendance record. However, in these circumstances, children or young people should be considered as "Extended leave with parental consent", which allows them to remain on the school register ready for their return, but without the school being penalised.

Particular sensitivity should be given to children or young people in Gypsy/Traveller families. Further information on supporting inclusive educational approaches for children and young people from travelling cultures, including culturally sensitive approaches to managing attendance, is available in the Scottish Government

guidance <https://www.gov.scot/publications/improving-educational-outcomeschildren-young-people-travelling-cultures/>

Unauthorised Absence

Schools should record absence as unauthorised when they perceive that there is no valid reason for the absence provided. Such absence can be categorised as:

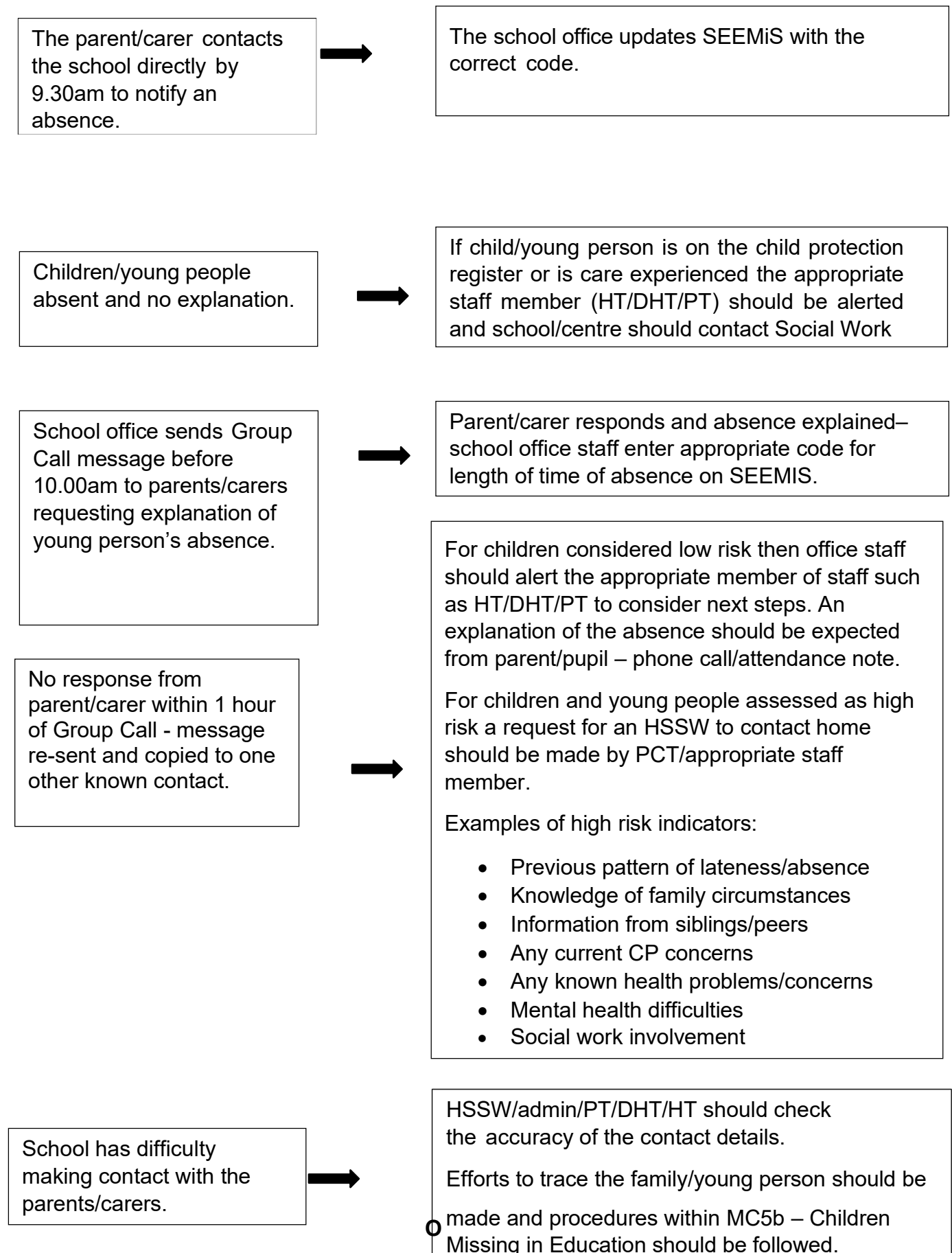
- Absence with parental awareness in specific circumstances
- Family holidays during term time
- Occasional absence without parental awareness
- Longer term absence – school related issues
- Longer term absence – home and wider community
- Absence relating to substance and alcohol misuse

Children and Young People Missing from Education (CME)

There may be occasions where a child or young person goes missing from education for an extended period of time and the education authority has made extensive unsuccessful attempts to contact family.

In such cases Management Circular 5b procedures should be followed.

3-Recording Attendance-For All Children and Young People on Day 1 of Absence



Ongoing Attendance Issues

Additional support within a Universal Service 85-95% Attendance

Daily monitoring of attendance and Letter 1 sent.

Attendance falls below 90% within a 6 week period. Parent/carers are informed by letter 2 and are invited to attend a pastoral care meeting.

Reasons for absence are discussed and supports are put in place to assist the parent/carer/young person/child to improve their attendance. Outcome recorded on pastoral notes.

If there is no sustained improvement within 4 weeks or no improvement at all after 2 weeks. Parents/carers are informed again by letter 2 and are invited again to attend a pastoral care meeting.

Reasons for absence discussed and supports put in place to assist parent/carer/child/young person to improve their attendance. Outcome recorded on pastoral notes.

Consideration should be given to referring to the SIIM to discuss action that could be taken.

If there is no sustained improvement within 4 weeks or no improvement at all after 2 weeks then parents/carers will be sent letter 3 and invited to attend a further meeting to establish reasons and to discuss alternative supports that could be put in place.

80-85% Attendance: Joint working – additional support from another agency

If there is no sustained improvement within 4 weeks or no improvement at all after 2 weeks then parents/carers will be sent letter 3 again and invited to attend a further meeting to establish reasons and to discuss alternative supports that could be put in place.

Consideration should be given to a multi-agency involvement and the case referred to the LC-JST.

Parents/carers will be sent letter 3 again and invited to attend a further meeting to establish reasons and to discuss alternative supports suggested by the LC-JST that could be put in place.

Below 75% Attendance Integrated Working

At this stage if there is no further improvement and no further interventions can be suggested by the LC-JST then consideration should be given to referral to the Children's Reporter.

If all possible support and strategies to resolve ongoing non-attendance have been exhausted then a school may deem it necessary to proceed to compulsory measures.

Staged Intervention

Referring a child/young person to LC-JST for attendance concerns should sit within a staged intervention framework with all possible supports and interventions fully explored and evidenced.

Good practice would ensure:-

- All steps of MC5 have been followed and recorded
- The child/young person is supported by wellbeing assessment and planning
- The child/young person has been referred via SIIM for assessment and planning with relevant education partners

- Partnership working with SWS has been effective towards fulfilling the Child's Plan where the child/young person is open to SWS

Evidence of good practice should support any referral to SCRA for review agreed by LC JST.

For children and young people open to SWS - discussion with Social Care Direct has taken place where it is felt that a duty referral to SWS is required

Compulsory Measures

Parents/carers should be sent **Letter 4 (Pre-Notice)** inviting them to a Maximising Attendance meeting with senior members of staff.

The Head Teacher should gather evidence to support compulsory measures.



The parent/carer fails to respond or does not agree to actions to improve attendance then the Head Teacher can proceed to compulsory measures.

The Head Teacher should email evidence to the Executive Director of Education.



If the Executive Director of Education considers the evidence provided is not convincing the case will be referred back to the Head Teacher to consider alternative approaches.

If the evidence is deemed compelling the Head Teacher will be notified that approval is given for compulsory measures to be taken.

The Head Teacher **must** send **Letter 5 (Notice)** and the Information Leaflet for Parents/Carers to the parent/carer with an invitation to a Maximising Attendance meeting. The HSSW is responsible for the hand delivery of such and the HSSW must complete Certificate of Intimation 1 as proof of delivery.

The meeting will not be held within two days of the notification but not later than seven days after the notification.

If the parent/carer fails to satisfy the Maximising Attendance meeting that there was a reasonable excuse for the pupil's non-attendance and agree to measures to resolve any difficulties

Where an Attendance Order is issued the following documentation **must** be given in person or sent to the parent/carer recorded delivery:

- Attendance Order
- Information Leaflet for Parents/Carers

If the above documentation is hand delivered to the parent/carer home the Certificate of Intimation 1 must be completed.

If the above documentation is issued at the Maximising Attendance Meeting the Head Teacher should complete the Certificate of Intimation 2.

It is the responsibility of the school to monitor Attendance Orders.

Further measures- Prosecution for Failure to Comply with Attendance Order

(See management circular 5 flow chart 4)

Sample Letter 1 – Initial Concern School headed paper

Parent Name and Address

Dear (Parent/Carer)

At (Name of Establishment) we are committed to working in partnership with parents/carers and children/young people to ensure that all pupils benefit from an education that maximises the opportunity to achieve their full potential.

We know that for every day in school a child's future is likely to be brighter. We hope that you take the time to read the leaflets we have attached to this letter.

I am writing to you as I am concerned about (Child's name)'s attendance. Their attendance is currently (number of days missed). School staff are keen to work with you and (Child's name)'s to agree strategies to help to support (Child's name)'s to achieve an improved level of attendance.

Please contact (name and phone number of HSSW or PCT) to have a chat about how we could help (Child's name) to improve their attendance.

Yours sincerely.

(Head Teacher or HSSW or PCT)

Sample Letter 2 – Invitation to Pastoral meeting

School headed paper Parent Name and Address

Dear (Parent/Carer)

At (Name of Establishment) we are committed to embracing Glasgow as the Nurturing City. We appreciate the difficulties a parent can face when trying to do their best for young people and believe (Child's name) could benefit from extra support to help improve their attendance.

To consider how to provide the best support possible I would like to invite you to a meeting to discuss the support available you and your family could benefit from.

Working together I am confident that we can prevent any further escalation in attendance issues and avoid any punitive sanctions.

I would therefore like to invite you to a meeting with (name and job title as appropriate) on the (date of meeting) at (time of meeting) in (location of meeting).

Please contact the school office to confirm your attendance (school phone number).

I look forward to talking with you at this meeting and sharing our thoughts on the best way forward.

Yours sincerely.

(Head Teacher's Name) Head Teacher

Sample Letter 3 - Invitation to planning meeting School headed paper

Parent Name and Address

Dear (Parent/Carer)

At (Name of Establishment) we are committed to embracing Glasgow as the Nurturing City.

We know that getting your child to school on time every day can be a struggle for some parents and we would like to help support you and your family to improve (Child's name)'s attendance. (Child's name) attendance is currently (number of days missed).

I would like to invite you to (name of establishment) on (date of meeting) at (time of meeting) to talk with me and/or (staff name and job title) about any difficulties you might be having at this time ensuring (Child's name) school attendance. We know from experience that working together is the best way to make a difference and will prevent any undesirable legal implications of non-attendance as stated in Section 43 of the Education (Scotland) Act 1980.

Please contact the school office to confirm your attendance (school phone number).

I (staff name and job title) look(s) forward to talking with you at this meeting to share our thoughts on the best way forward.

Yours sincerely,

(Head Teacher's Name) Head Teacher

4-Recording Attendance

All schools are required to keep an attendance register for every pupil (Schools General (Scotland) Regulations 1975). This information constitutes the certificate of attendance presented to the Maximising Attendance Meeting, any subsequent court proceedings or to the Scottish Children's Reporter Administration where it may be considered as evidence for compulsory measures of supervision or other measures.

Recording attendance is the specific responsibility of school staff and accurate records are vital in the event of legal action and in ensuring children and young people are safe and protected.

Recording of absence must be taken for each morning and afternoon session.

Teachers record attendance on SEEMIS period-by-period by entering TBA if a pupil is not in front of them. For late coming pupils TBA will be removed from their record. School office investigates any TBA and amends accordingly. School office updates SEEMIS with any information coming from parents.

31	T	TBC	To be confirmed (reason for Absence)	Unauthorised Absence	Include all absence for which no adequate explanation has been provided.
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Attendance > General registration > Display Students

[illegible]

5-Attendance Monitoring and Tracking

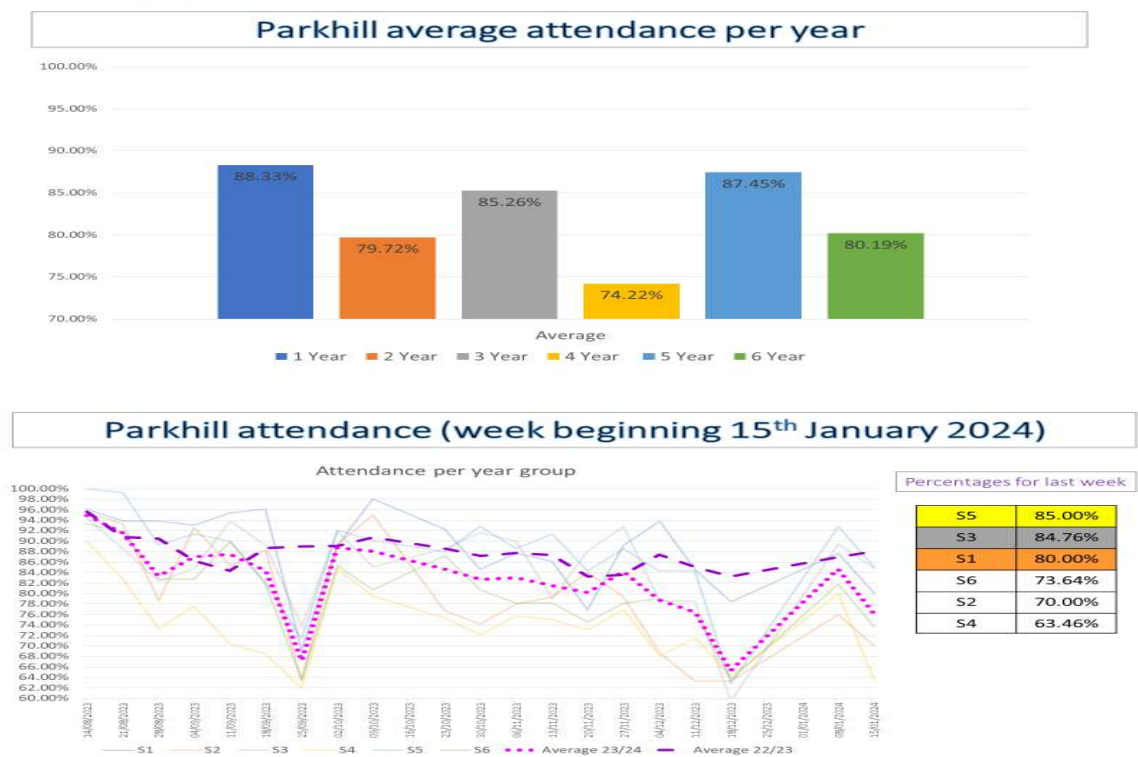
Daily/ Weekly via SEEMIS (Individual)

Staff/ SLT and school office monitor attendance daily

Monday 22/01/24 01	Monday 22/01/24 01	Monday 22/01/24 02	Monday 22/01/24 03	Monday 22/01/24 04	Monday 22/01/24 05	Monday 22/01/24 06	Monday 22/01/24 07
TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC
TBC	TBC	TBC	TBC	TBC	TBC	TBC	TBC

Weekly (Year group/ whole school)

Numeracy leader of learning, / identified staff and SLT monitor attendance weekly attendance and data is shown to whole school assemblies on Fridays. Good attendance is promoted and areas for improvement highlighted.



Date	S1	S2	S3	S4	S5	S6	Average 23/24	Average 22/23
14/08/2023	96.15%	95.56%	94.44%	90.00%	100.00%	93.33%	94.91%	95.58%
21/08/2023	93.85%	93.33%	88.57%	82.80%	99.29%	91.82%	91.61%	90.78%
28/08/2023	93.85%	78.67%	82.38%	73.20%	89.29%	82.73%	83.35%	90.52%
04/09/2023	93.08%	92.67%	84.76%	77.60%	91.43%	82.73%	87.05%	86.27%
11/09/2023	95.38%	85.33%	93.81%	70.40%	90.00%	90.00%	87.49%	84.40%
18/09/2023	96.15%	88.33%	89.29%	68.50%	82.14%	81.82%	84.37%	88.66%
25/09/2023	69.23%	63.33%	73.81%	62.00%	71.43%	63.64%	67.24%	89.01%
02/10/2023	89.23%	89.33%	91.90%	84.80%	92.14%	85.45%	88.81%	89.05%
09/10/2023	98.08%	95.00%	85.12%	79.50%	90.18%	80.68%	88.09%	90.73%
23/10/2023	92.31%	76.67%	88.57%	75.38%	88.06%	87.27%	84.71%	88.64%

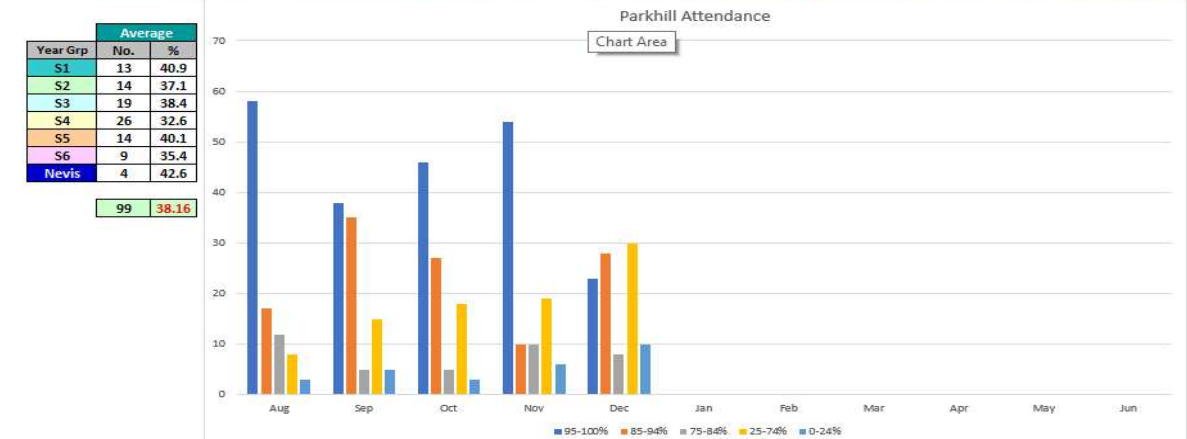
Monthly (Whole school/ individual)

DHT records and analyses monthly attendance and shares information at SLT meeting for analysis, discussion and identifying staged intervention strategies. Attendance data is analysed at the first SLT meeting of each month and discussion and actions recorded on a proforma.

Increases and drop in attendances are easily identified by changes of colour and %. (Individual monthly and yearly average and year group monthly and average tracked. A chart shows whole school attendance at a glance).

	D	F	G	H		J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG
							+ = -		+ = -		+ = -		+ = -		+ = -		+ = -		+ = -		+ = -		+ = -		+ = -				
ame	DOB	Age (Years & Months)	Reg Grp	SIMD Band	% Aug 23	% Sept 23	% Oct 23	% P th	% Nov 23	% P th	% Dec 23	% P th	% Jan 24	% P th	% Feb 24	% P th	% Mar 24	% P th	% Apr 24	% P th	% May 24	% P th	% Jun 24	% P th	% Avg	% P th			
ikh	16-Jun-11	12 years 7 months	1A	1	100	100		100		100		100																	45
	10-Mar-10	13 years 10 months	1A	1	100	94		100		71																			42
	03-May-11	12 years 8 months	1A	5	92		100		100	95	94																		44
	20-Dec-11	12 years 1 months	1A	1	100	100		100		100		100																	45
n	15-Apr-11	12 years 9 months	1A	1	75	100		100		76	75																		39
rty	01-Dec-11	12 years 1 months	1A	1	75	50		63	52	38																		25	
	30-Aug-11	12 years 4 months	1A	2	100	100		100		100		100																	45
	10-Mar-10	13 years 10 months	1B	1	100	94		100		71		100																	42
	03-Oct-11	12 years 3 months	1B	1	100	94		56		100		75																	39
	17-May-11	12 years 8 months	1B	12	100	94		100		95		94																	44
	06-Oct-11	12 years 3 months	1B	4	100	100		94		100		88																	44
	26-Dec-11	12 years 1 months	1B	2	88		91		94		71	38																	35
t	01-May-11	12 years 8 months	1B	4	100	94		100		76	94																		42
	25-Aug-09	14 years 5 months	2A	1	100	100		100		100		100																	45
er	11-Nov-10	13 years 2 months	2A	1	100	88		100		100		94																	44
n	01-Oct-10	13 years 3 months	2A	1	92		100		66	86	63																		37
ald	05-Dec-10	13 years 1 months	2A	2	100	100		100		100		63																	42
ina	27-Jun-10	13 years 7 months	2A	1	100	94		100		95	75																		42
med	03-Sep-10	13 years 4 months	2A	1	67	86		81	76	0																			28
	15-Oct-10	13 years 3 months	2A	2	100	100		94		100	94																		44
	27-Dec-10	13 years 1 months	2A	1	75	88		69	0		0																		21
	18-May-10	13 years 8 months	2A	3	100	100		100		95	100																		45
	04-Jan-10	14 years 0 months	2B	1	33	25		19	0		6																		8
	06-Jun-10	13 years 7 months	2B	7	100	94		100		98		94																	44
icNulty	30-Aug-10	13 years 4 months	2B	1	100	100		88		79		100																	42
	14-Apr-10	13 years 9 months	2B	2	88	91		75	69	59																			35
t-Murra	19-Nov-09	14 years 2 months	2B	1	100	100		94		100		72																	42
	08-Aug-09	14 years 5 months	3A	6	100	94		94		95		100																	44

Grp	SIMD Band	% Aug 23	%P th Sept 23	% Oct 23	%P th Nov 23	% Dec 23	%P th Jan 24	% Feb 24	%P th Mar 24	% Apr 24	%P th May 24	% Jun 24	%P th	% Avg	%P th
Attendance		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	PHill Avg	
95-100%	58	59.2	38	38.8	46	46.5	54	54.5	23	23.2	0	0	0	0	
85-94%	17	17.3	35	35.7	27	27.3	10	10.1	28	28.3	0	0	0	0	
75-84%	12	12.2	5	5.1	5	5.1	10	10.1	8	8.1	0	0	0	0	
25-74%	8	8.2	15	15.3	18	18.2	19	19.2	30	30.3	0	0	0	0	
0-24%	3	3.1	5	5.1	3	3.0	6	6.1	10	10.1	0	0	0	0	
	98	100	98	100	99	100	99	100	99	100	0	0	0	0	



Colour Key

Attendance
95-100%
85-94%
75-84%
25-74%
0-24%

Care Experienced- Equality and Equity

Care experienced pupils have attendance tracked and monitored by an aspiring middle leader to ensure equity and equality. Data is collected monthly and is shared and discussed with SLT at the first SLT meeting of the month.

Sex	Year	House Group	SIMD	Care Experience Status	WAP	Barrier to Learning or Supported Needs	Extra Curricular/ Wider Achievement	GVS Counselling	Refer	Exclusions	Aug		Sep		Oct		Nov		Dec		Jan		Feb	
				(choose from drop down)	Active					Attendance	Attainment	Attendance	Attainment	Attendance	Attainment	Attendance	Attainment	Attendance	Attainment	Attendance	Attainment	Attendance	Attainment	
Male	52	Katrine	1	Previously looked after	Yes		Dynamic Youth Awards: Table Top RPGS	Counselling	No	0	92	100	66	86		63								
Female	54	Tay	1	Previously looked after	Yes		Dynamic Youth Awards: ILS	None	No	0	100	63	100	81	94									
Male	54	Tay	1	Looked after at home (CSO)	Yes	ADHD	Dynamic Youth Awards: School Show	None	No	0	92	44	69	19	19									
Female	54	Ness	6	Looked after away from home: residential, foster, kinship	Yes	Autism	Dynamic Youth Awards: School Show	None	No	0	100	100	88	95	100									
Female	53	Tay	1	Looked after away from home: residential, foster, kinship	Yes	Visual Impairment	Dynamic Youth Awards: School Show	None	No	0	92	100	94	100	85									
Female	54	Katrine	7	Looked after away from home: residential, foster, kinship	Yes		Dynamic Youth Awards: Dodgeball, Duke of Edinburgh	Counselling	No	0	100	69	100	29	44									
Female	54	Katrine	2	Looked after away from home: residential, foster, kinship	Yes	Hypermobility	Dynamic Youth Awards: School Show	None	No	0	100	100	100	100	91									
Female	56	Katrine	10	Looked after away from home: residential, foster, kinship	Yes	Speech Impairment, Epilepsy, Glucose Transporter Type 1 Syndrome	Dynamic Youth Awards: Dodgeball	None	No	0	96	100	100	81	91									
Male	56	Tay	1	Looked after at home (CSO)	Yes	Autism, Bowel problem	Dynamic Youth Awards: Dodgeball	None	No	0	100	94	88	95	94									
Male	52	Tay	1	Previously looked after	Yes	ASD	Dynamic Youth Awards: STEM	None	No	0	100	100	100	100	100									
Male	54	Lomond	3	Previously looked after	Yes	Asperger's Syndrome	Dynamic Youth Awards: Tabletop RPGS	Counselling	No	0	92	19	100	100	100									
Male	55	Lomond	2	Previously looked after	Yes	Hearing aid	Dynamic Youth Awards: Football, Duke of Edinburgh	None	No	0	100	100	91	81	56									
Male	54	Katrine	1	Previously looked after	Yes	ADHD	Dynamic Youth Awards: Football, Duke of Edinburgh	None	No	0	100	72	75	100	97									
Female	55	Lomond	2	Previously looked after	Yes		Dynamic Youth Awards: School Show	None	No	0	96	94	75	100	88									
Male	54	Ness	2	Previously looked after	Yes	Asperger's Syndrome, ADHD, Asthma	Dynamic Youth Awards, Duke of Edinburgh	Counselling	No	0	4	6	38	17	31									
Female	54	Tay	4	Previously looked after	Yes		Dynamic Youth Awards: Cycling & Walking, Duke of Edinburgh	None	No	0	100	100	100	100	75									
Male	56	Katrine	15	Previously looked after	Yes	Asperger's Syndrome, Bowel problem	Dynamic Youth Awards, Duke of Edinburgh	None	No	0	92	69	50	33	13									

6- Escalation of Attendance Interventions

Daily monitoring

-Parent's/carers must contact the school to explain absence. If no call is received then a Group Call will be sent out by the office and then a second Group call if there is no response that morning.

-If the school cannot contact the family the details will be passed to Year Heads to contact parents by phone or make efforts to trace the family.

GREEN (95-100%)

-If a child's attendance is green over a term then the child's parents/carers will get a letter congratulating the child on their good attendance.

-If a child's attendance is green for any given month they will be given points for their house group at the first assembly of each month. Good attendance will be identified at the first SLT meeting of each month.

AMBER (85-94%)

-If attendance drops below 95% then the office will send 'letter 1' home and attendance will be monitored daily with phone calls if necessary.

-If attendance is below 90% within a 6-week period then parents/ carers will be informed by 'letter 2' and are invited to attend a pastoral care meeting with a Year Head.

-If there is no sustained improvement within 4 weeks or no improvement at all within 2 weeks then parents will again be informed by 'letter 2' and invited to another pastoral care meeting.

-At this point referring to SIIM should be considered

-If there is no sustained improvement within 4 weeks or no improvement at all within 2 weeks then parents will again be informed by 'letter 3' and invited to a further pastoral care meeting to discuss alternative supports that could be put in place.

(When a pupil returns to school after an extended absence the Key teacher/ Year Head will welcome them back to school, confirm the reason for absence, consider an attendance target focus for pupil Health and Wellbeing target and update the pupil on any missed work or information they have missed.)

RED (75-84%)

-If there is no sustained improvement within 4 weeks or no improvement at all within 2 weeks then parents/ carers will again be informed by 'letter 3' and again invited to a further meeting to establish reasons and to discuss alternative supports that could be put in place.

-At this point referring to LC-JST should be considered

-Parents/ carers will be sent letter 3 again and invited to attend a further meeting to establish reasons and to discuss alternative supports suggested by the LC-JST that could be put in place.

(Year Heads ensure weekly contact with parents, review existing plans in place and co-ordinate school resources to support attendance).

DEEP RED (25-74%)

-At this stage if there is no further improvement and no further interventions can be suggested by the LC-JST then consideration should be given to the referral to the Children's Reporter.

-If all possible support and strategies to resolve ongoing non-attendance have been exhausted then a school may deem it necessary to proceed to compulsory measures.

-Letter 4 sent to parents/carers inviting them to a Maximising Attendance meeting with the Head Teacher. If the parent/carer fails to respond or does not agree actions to improve attendance then the Head Teacher can proceed to compulsory measures. The Head Teacher will email evidence to Executive Director of Education. The Director of Education will consider the evidence and either refer back to the Head Teacher to consider alternative approaches or deem the evidence compelling and notify the Head Teacher approval for compulsory measures to be taken.

-For compulsory measures see Flow Chart 3

-See Management Circular 5- flow chart 4- Prosecution for Failure to Comply with Attendance Order

BLUE (Below 24%)

-Continue with above deep red measures

7-Staged Interventions- EBSNA (Emotionally Based School Non-Attendance)



Stage 1- Barrier identification, young person’s views, SEEMIS monitoring, social stories, H&W target setting, pupil and parent views, curriculum adaptations, class changes, transport arrangements, visual timetables, sensory environment audit (landscape of fear), nurture, annual reviews, letter home, phone call home

Stage 2- Teacher- solution focused meeting, restorative approaches, parent engagement, EBSNA assessments, partnership working, attendance questionnaires, counselling, maximising attendance meeting with parents, nurture, EAL input, behaviour analysis, LCFE

Stage 3- increasing personalised approaches, bespoke timetable, SIIM meeting, collaboration with relevant support agencies

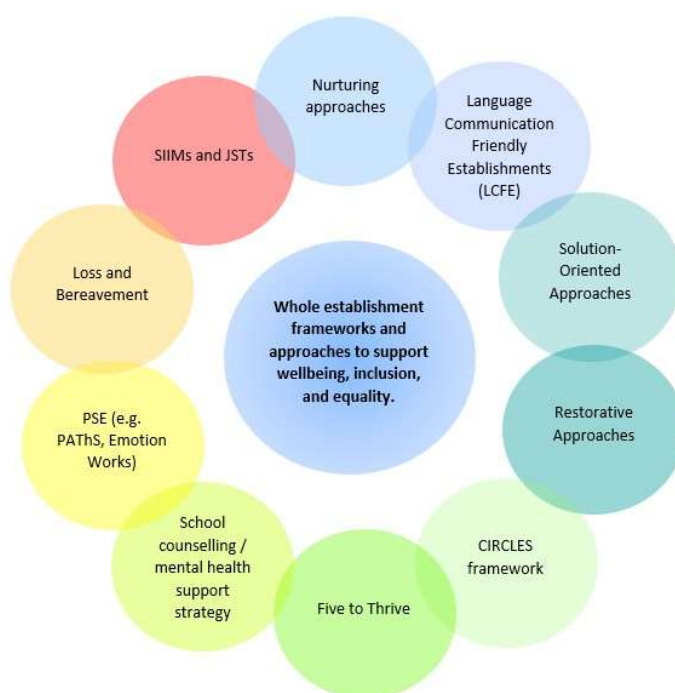
(See Page- Staged Intervention- Partners, Agencies and Resources)

Stage 4- Further collaboration with support agencies out with education, JST, WAP, social work

Whole Establishment Approaches (Stage 1 and 2 levels of intervention)

Educational settings can take a preventative role around EBSNA through adopting whole-establishment approaches that promote children and young people's wellbeing and positive mental health.

As shown in Figure 2, in Glasgow, there are several frameworks and whole-establishment approaches to support wellbeing, inclusion and equality for all children and young people, including those experiencing EBSNA. The table provides a brief overview of each of these.



Description of whole establishment frameworks to supporting wellbeing, inclusion and equality.

	Brief description
JST / SIIM	<p>The LC-JSTs (Learning Community Joint Support Team) are an integral part of the staged intervention model at learning Community level. They allow for a collaborative discussion to be held and a shared responsibility adopted between those professionals involved in supporting a child/young person. This approach supports staff from Education Services, the HSCP and other associated partners to find the most inclusive local solutions to concerns about a child/young person's wellbeing to achieve consistently high standards of practice and provision.</p> <p>SIIMs (Staged Intervention & Inclusion Meetings) are a within education consultation forum. Again, it is a forum for a collaborative discussion about the Children and YP framed within a SOA approach.</p>
Nurturing Approaches	<p>Positive and attuned relationships are central to a nurturing approach and form the foundation for effective teaching and learning, and the development of wellbeing. Children and young people's life experiences are taken into consideration and care is given to their strengths and the special adults in their lives. A nurturing approach values everyone across the whole school community and it is the responsibility of all to develop positive relationships and a nurturing ethos. It is an inclusive approach that can be applied universally,</p>

	<p>benefiting all children and young people, as well as targeted for individuals requiring more support.</p> <p>There are approximately 68 Nurture Groups in Primary settings, 20 Nurture Corners in Early Years settings and 14 Nurture Bases in Secondary Schools.</p> <p>Alongside small group Nurture support, Glasgow developed a policy 'Towards the Nurturing City' which set out a plan for putting Nurture and Wellbeing at the core of education.</p> <p>View Glasgow Educational Psychology Service Nurture Website</p> <p>Applying Nurture as a Whole School Approach</p>
LCFE	<p>Language and Communication Friendly Establishment is a framework supported by both Health (SLT) and Education to promote and deliver strategies and positive learning environments that encourage participation and inclusion for CYP. The partnership aims to develop the capacity of all education establishments to support and develop the language and communication skills of all children. Establishment receive mentoring and training throughout the process to become a validated LCFE establishment.</p> <p>View Glasgow Educational Psychology Service LCFE Website</p>
Solution Orientated Approaches	<p>Solution Oriented Approaches are strengths based and focus on identifying and using strengths to reach goals and overcome challenges. A broad range of Solution Oriented Approaches have been implemented widely across Glasgow schools. Solution Oriented Approaches are implemented at different levels of practice (individual child/family, school/ establishment, local authority) and aim to support a range of professionals to ensure children and young people reach their full potential.</p> <p>View Glasgow Educational Psychology Service Solution Oriented Approaches Website</p>
Restorative approaches	<p>Restorative Approaches encompasses a whole-community ethos, which works to promote and maintain positive relationships and resolve 'emotional harm' between two or more individuals. It allows all parties to be listened to, reflect on all views expressed, and arrive at a collective and agreed solution to resolve the emotional harm and move on.</p> <p>View Glasgow Educational Psychology Service Restorative Approaches Website</p>
School Counselling /	<p>Glasgow Educational Psychology Service (GEPS) contribute significantly to promoting the mental health and wellbeing of children and young people. The service has been working with partners in NHS</p>

mental health Support	<p>GGC Health Improvement and Third Sector organisations to develop a range of resources and guidance for schools and early learning centres.</p> <p>What's the Harm training is offered to schools and outside agencies in collaboration with Glasgow Health and Social Care Partnership. ASIST training can also empower and support staff understanding when dealing with someone at risk of suicide.</p> <p><i>School Counselling:</i> Secondary School counselling and Group work – Action for Children, LIAM and in-school 1:1 counselling.</p> <p>Blues Programme and funding for other agencies and provision available- Mental Health Fund available.</p>
PSE	<p>Throughout GCC, establishments engage and interact with evidence- based interventions to support the promotion of Personal and Social education. Such interventions include but are not exclusive to: PAtHs (Promoting Alternative Thinking Strategies); Emotion Works; Better Relationships, Better Learning, Better Behaviour; 5 to Thrive.</p> <p>View Five to Thrive website</p> <p>View PAtHs website</p> <p>View Emotion Works website</p> <p>View Education Scotland website on supporting social, emotional and behavioural needs</p>
Loss and Bereavement	<p>GEPS, in collaboration with NHS GGC and Glasgow HSCP created a document intended for anyone who requires advice on issues relating to loss, grief, and bereavement. Sections include how children understand death at different ages, supporting children and young people with Additional Support Needs through loss and bereavement and the impact of peer help and social media.</p> <p>View A Whole School Approach to Loss and Bereavement</p>
How good is our school (HGIOS) 4	<p>HGIOS 4 is a key aspect of the Scottish approach to school improvement, designed to support self-evaluation and reflections at all levels.</p> <p>View HGIOS 4</p>

Staged Intervention- Partners, Agencies and Resources

(All information and referral forms available on school o:drive > SMT > Child Protection and Welfare Documents)

-Quarriers REACH

(Long term support at home or in school- aim to transition back to school)

-Interrupted Learners Service ILS

(Teacher provided 2 hours at home, library or in school- aim to transition back to school)

-Glasgow Virtual Schools and Outdoor Therapeutic Learning

(For care experienced pupils 10-12-week sessions.)

-Young Persons Befriending Service

(One to one buddy support to prepare for school)

-Child Psychological Services

(Pupil, parent and teacher support, EBSNA resources)

-Social Care Direct

(Family support and child protection)

-Staged Intervention Inclusion Meetings (SIIM) and Joint Support Team (JST)

(PT attends learning community SIIMs and DHT attends JSTs- pupils are referred to these support meetings)