



# Breadalbane Academy



## Attendance Policy (Updated 2024)

## OVERVIEW

*“Attending and taking part in learning is fundamental to making sure that our young people become successful learners, confident individuals, effective contributors and responsible citizens.”*

*School Guidance: a guide for parents (2009)*

Breadalbane Academy is an all-through school, supporting learners from age 2-18. At Breadalbane Academy we believe that attending school is important and we are proactive in our commitment to maximising attendance for all young people. Across our Campus, we will actively promote the importance of good attendance to all young people and their parents/carers because, we believe that it supports young people’s wellbeing and development, progress in learning, and promotes personal and academic achievement.

The ethos and culture of our school is embedded in our values. Actively promoting our value **BELONGING**, we believe leads to our young people believing, aspiring and achieving. We do this by investing in relationships, and as a result relationships between staff and young people are strong. This helps us to maintain an environment where young people want to attend.



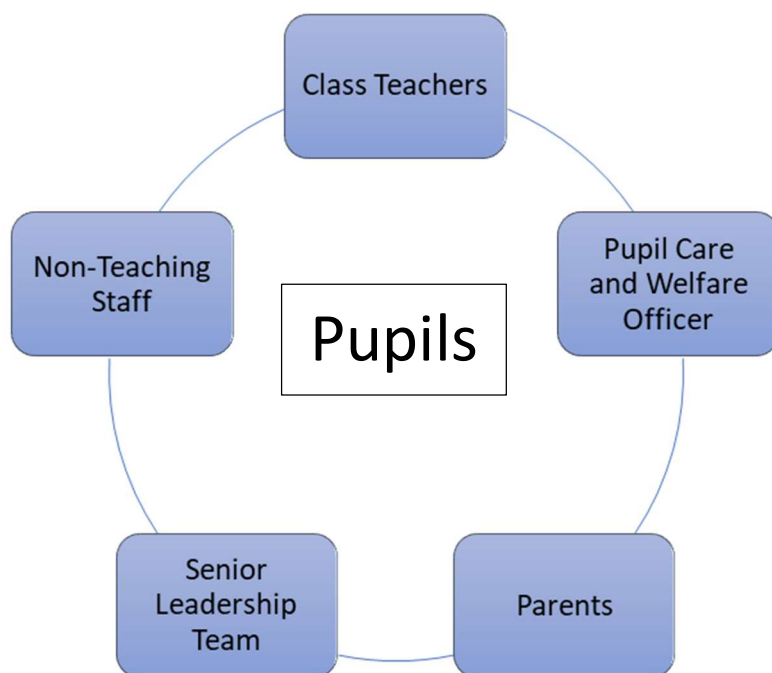
## RATIONALE

In line with the *PKC Attendance Policy (2024)* and *Staged Intervention Framework for Attendance (SIFA)* we have developed systems and process to support our young people and families when they experience barriers in attending school. We know and understand that there are many reasons as to why school attendance can be impacted and we strive to work in partnership with young people and their families to maximise good attendance.

We do this through providing **universal** and **targeted** supports for young people whose attendance does not meet our thresholds (See Appendix 1).

- **We focus on what the school, the young person, and their parents/carers can do to address barriers that may exist to good attendance.**
- **We involve key stakeholders to improve attendance for all**

## STAKEHOLDERS



## WHAT IS ATTENDANCE?

In Scotland, attendance is defined as participation in a programme of educational activities arranged and agreed by the school including:

- Attendance at school
- Learning out with 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 learners 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

We aim to ensure that children and young people attend (as defined above), for the recommended hours (25 for primary and 27.5 for secondary).

When this is not possible there should be a clear record of the learner's time in education, the type of education being offered, the reasons why the learner is not receiving their full entitlement, and the plan for reviewing and improving this offer as the needs and capacity of the learner changes.

## **WHAT IS ABSENCE?**

When a learner is not participating in their planned programme of learning then they are absent. We know and understand that reasons for absence may be complex and beyond the control of the child or young person.

At Breadalbane Academy we will always seek to determine why a learner is absent, recording the absence as authorised or unauthorised based on our PKC local authority guidance.

### **Authorised and Unauthorised Absence.**

Breadalbane Academy will authorise an absence when satisfied with the reason provided by the parent or carer.

#### **Reasons for authorised absence may include:**

- Illness where no learning provision is made (including ongoing mental health concerns)
- Medical and dental appointments.
- Meetings prior to, and during court appearances and other legal processes
- Attendance at, or connections with, a Children's Hearing or Care Review or appointment with another service provider, e.g. social worker
- Religious observance.
- Bereavement.
- Weddings or funerals or close friends and family.
- Arranged in relation to young people in Gypsy/Traveller families.
- Participation in non-school debates, sports, musical or drama activities, agreed by the school.
- Lack of transport – including due to bad weather.
- Family recovery from exceptional domestic circumstances or trauma.
- Exclusion
- Extended leave with parental consent.

#### **Reasons for unauthorised absence may include:**

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



## SEEMIS CODING

When a child is absent from school we will use specific codes to record the absence on their record. This allows us as a school to track specific cohorts of pupils and identify possible strategic action to support.

These codes can be found below:

Code	Description	To be used when
LTC	Late – arrive before mid-opening	Late to class
TBC	To be confirmed	Used for initial absence until reason is known
UNA	Truancy or unexplained	Used after attempts to contact home and obtain a reason have been unsuccessful.
OUA	Other unauthorised absence	Absences not authorised by the school.
OAT	Other attendance out of school	Any school related activity or education package being delivered out with school.
ABS	Other authorised absence	Exceptional domestic circumstances.
PER	Medical or dental appointment	Any period absence for a documented medical or dental appointment.
PHL	Authorised parental holiday	Authorised by the Headteacher
UPH	Unauthorised parental holiday	Term time holidays not authorised by the headteacher
SEP	Sickness with educational provision	Long term absence with the school providing work.
STY	Study leave	Official study leave for senior phase pupils
WRK	Work experience	Sanctioned work experience approved by the school
SCH	In school but not in class	Sanctioned activities within school that require a pupil to not attend their typical period lesson
EXL	Extended leave with parental consent	To be used when a young person is part of the travelling community



## **ROLES OF ALL STAKEHOLDERS - OUR RESPONSIBILITIES IN SUPPORTING ATTENDANCE**

- **The role of the primary class teacher**

All primary teachers should take attendance in SEEMIS at the beginning of the morning and afternoon session. Should there be a fault with SEEMIS, teachers should phone the office. Where there is an unexplained absence, this should be communicated to the office, who will seek to ascertain the reason for absence. Class teachers should also look out for any absences either shorter or longer term which cause any concern and raise these with the Head of Primary, who will in any case monitor all absences in the primary (see appendix 4).

- **The role of the secondary register teacher**

It is the role of register teachers to monitor absences for all pupils in their class for all periods in the week including registration. Detailed instructions for register teachers appear in Appendix 5. There will be at least one extended registration period in each week where registers will have time to speak to individuals, and where appropriate the class as a whole, about attendance issues arising. (see appendix 4).

- **The role of the secondary Principal Teacher**

Principal Teachers are responsible for keeping the overview of attainment for their faculty. Attendance has a direct impact on pupil progress and achievement. Principal Teachers will track attendance against performance in their subject and offer support or intervention as appropriate.

- **The role of the Primary DHT**

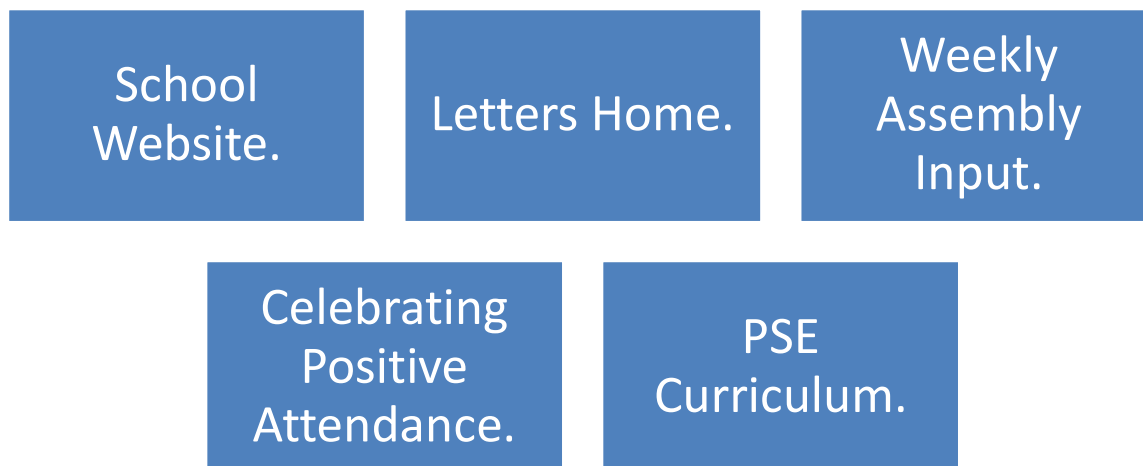
The Primary DHT (Head of Primary) will have overall responsibility for the monitoring of attendance in the primary and will ensure that the school takes all steps required by PKC policy and procedures to maximise attendance in the primary school. The Primary DHT will provide regular updates to the headteacher on the primary attendance and actions taken to address any concerns (See Appendix 3 on tracking) It will also be the role of the Primary DHT to promote the importance of good attendance to pupils and parents/carers.

- **The role of the Secondary DHT Support and Support Team.**

The Secondary DHT Support will monitor and track (See Appendix 3 on tracking) specific trends of non-attendance and coordinate support meetings to plan and implement strategic change. The sending of letters in line with the PKC Policy will go through the DHT Support and decision-making based on the SIFA will also be discussed at that level.

## **RAISING THE PROFILE OF ATTENDANCE**

School staff will continuously raise awareness of the importance of attendance through:



**Information as seen below is regularly shared as part of this process.**

Attendance during one school year	Equates to school days absent in one school year	Equates to approximate school weeks absent in one school year	Equates to school lessons missed in one school year	Effect of absence on your child's learning
95%	9 days	2 weeks	54 lessons	<b>Watch out! Your child will have gaps in their learning</b>
90%	18 days	4 weeks	108 lessons	
85%	27 days	6 weeks	162 lessons	<b>Danger! It will be difficult for your child to catch up. It will be almost impossible for your child to catch up.</b>
80%	36 days	8 weeks	216 lessons	
75%	45 days	10 weeks	270 lessons	
70%	54 days	12 weeks	324 lessons	
60%	72 days	14 weeks	432 lessons	

**WHEN ATTENDANCE DROPS TO BETWEEN 85% AND 90% - OVER 5 YEARS A CHILD WILL LOSE HALF OF YEAR OF SCHOOLING**

**WHEN ATTENDANCE DROPS TO 80% - OVER 5 YEARS A CHILD WILL LOSE A YEAR OF SCHOOLING**

## Parental Communication

Breadalbane Academy is committed to communicating frequently with all stakeholders regarding attendance, central to this are parents.

Our first line of communication is: A Group call message or phone call.

We then will: Formally write to you and in some cases arrange a home visit.

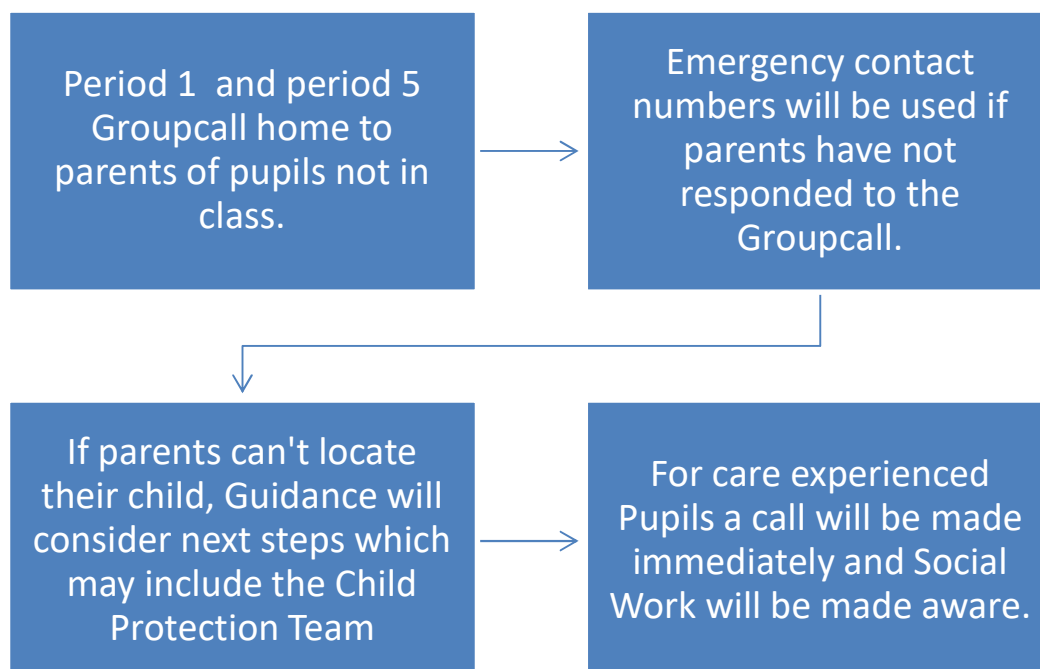
In addition to raise general awareness we will: Use social media platforms for general messages, send letters, make phone calls and host parental information evenings.

***For more information on the letters we send as part of the PKC Attendance Policy please refer to Appendix 2.***

Should parents wish to speak with us in connection with attendance in the Primary they should contact a DHT and do so through their child's Guidance Teacher in Secondary:

- Mrs Marshall / Mrs Wallace – Primary
- Mr Davidson – Mhor/Schiehallion
- Mrs Glover – Farragon/Lawers

For day-to-day absence discrepancy we employ the following procedures:





When contact home has been unsuccessful, we may:

- Conduct a home visit or welfare check.
- Check a pupils' whereabouts with any siblings or friends.
  - Contact Social Work (where appropriate)
- Contact Child Protection Duty Team (where appropriate)
  - Contact Police.

## Appendix 1

### Staged Intervention Framework for Attendance (SIFA)

#### EXAMPLES OF SUPPORT AND ACTION INCLUDING PART-TIME TIMETABLES

<b>UNIVERSAL –</b> School Based <b>(Above 85% attendance but a concern)</b>	<b>ADDITIONAL –</b> School Based <b>(When attendance drops below 85%)</b>	<b>ENHANCED –</b> Including Multi Agency <b>(When attendance does not improve and falls below 70%)</b>	<b>INTENSIVE –</b> Highly Individualised Support. This may include an alternative placement or curriculum <b>(When attendance does not improve and is now below 50%)</b>
<u>Parental and Pupil Meetings to:</u> <ul style="list-style-type: none"> <li>Gather the views of stakeholders.</li> <li>Identify potential attendance barriers and patterns.</li> <li>Set simple and achievable targets.</li> </ul>	<u>Hold a Child/Young Person’s Planning Meeting in order to:</u> <ul style="list-style-type: none"> <li>Include wider support staff and relevant professionals.</li> <li>Agree a shared goal.</li> <li>Agree supports and timescales to address non-attendance.</li> <li>Set a review date and record agreed actions.</li> </ul>	<ul style="list-style-type: none"> <li>Further review of Child’s Plan and agreed actions.</li> <li>Individualised supports such as alternative curricular activities, graded exposure to school and adapted location for learning will be considered.</li> <li>A referral to the Children’s Reporter or Attendance Sub Committee will be considered.</li> </ul>	<ul style="list-style-type: none"> <li>Child’s Plan process remains.</li> <li>Pupils may have: An individualised timetable, access to an alternative location, community based support, work experience.</li> <li>Consideration of a Coordinated Support Plan.</li> <li>A referral to the Children’s Reporter or Attendance Sub Committee is likely to be made.</li> <li>A Sustained Emotionally Based Absence (SEBA) Intervention may be implemented with Local Authority support.</li> </ul>
<u>Support Considerations in School:</u> <ul style="list-style-type: none"> <li>Soft Start, Breakfast Club, Buddying, Timeout Card, Lunch and Break Planning.</li> <li>Wellbeing Web.</li> <li>Assess the classroom environment.</li> </ul>	<u>Support Considerations in School:</u> <ul style="list-style-type: none"> <li>Consideration of referral to Integrated Team Meeting.</li> <li>Community Link Worker involvement.</li> </ul>		
<u>Support for Parents may include:</u> <ul style="list-style-type: none"> <li>Understanding and Managing Anxiety.</li> <li>Evening and Morning Routines.</li> <li>General Wellbeing.</li> </ul>	<u>Support for Parents.</u> <ul style="list-style-type: none"> <li>Following the Child’s Plan other professional may be brought forward to support. This may also include bespoke help for the family to address the identified barriers.</li> </ul>	<b><u>PART-TIME TIMETABLES</u></b> Part-time tables will only be used in circumstances that align to the criteria stated in line with the <i>PKC Attendance Policy (2024)</i> and <i>Staged Intervention Framework</i> and will follow all procedures set out in those documents. When a part-time timetable is being proposed for a young person this will be agreed at the Pupil Support Team meeting and further to all required procedures, recorded as a part-time, with an deadline of review of no more than six weeks later set within SEEMIS. Part-time timetables will be a standing item at the weekly Primary Leadership meetings and Secondary Pupil Support team meeting.	

## Appendix 2

### LETTERS HOME

Breadalbane Academy's approach to sending letters home will be in line with the Perth and Kinross Attendance Policy (2024).

#### A1a Letters

- A1a letters will be sent to a parent/carer where we are noticing that attendance is dipping below the PKC stretch thresholds.
- In primary, unexplained absences will be reviewed by the Primary DHT (Head of Primary) on a weekly basis. The office will provide the Primary DHT with a list of unexplained absences arising during the week.
- The Primary DHT (Head of Primary) will email the office a note of parents/carers to whom an A1a letter should be sent. Relevant class teachers will be copied into the email.
- In the case of secondary, those who are falling below the PKC threshold and those who have a list of unexplained absences will be brought to the Secondary Pupil Support Team meeting on a weekly by the PCWO who will report on any actions he/she has taken. 'Attendance' will be a standing item on this meeting's agenda. This list will be discussed, annotated, and returned to the office for letters to be sent as appropriate. Initials of those receiving A1a letters will be recorded in the minute.

#### A1b Letters

- In line with PKC policy, A1b letters will be sent when a pupil's attendance continues to decline below - 96% in the case of primary and 92% in the case of secondary.
- A list of pupils falling below these thresholds will be provided to the primary SMT and the secondary Pupil Support Team meetings in the last week of the first term and then at an interval of every two weeks thereafter. As with A1a letters, staff will review the list and pass a note to the office of pupils requiring an A1b letter. Initials of these pupils will also be recorded in the minutes of both meetings.
- The following prompt questions from *Staged Intervention Framework for Attendance (SIFA)* will form the basis for discussion:

*What is the function of the absence?*

*What are the barriers to attendance?*

*Are there patterns in attendance / period truancy?*

*Are there any identified triggers to non-attendance?*

*Can action be taken to minimise triggers? How is the pupil coping with the curriculum?*

*Who would be the key adult in school for the pupil?*

*When are things better? Can this be developed?*

***At this stage, it may also be appropriate to consider a CYPP process in cases such as a serious medical concern or chronic truancy.***

## A2 Letters

- In line with the SIFA, attendance rates falling below 85% in both primary and secondary should prompt a move to 'additional' support beyond the universal offer.
- As with A1a and A1b letters, the office should provide the primary SMT and the Secondary Pupil Support team, a list of pupils falling below the 85% threshold in the last week of term 1 and then at a fortnightly interval thereafter, with the same procedure followed for identifying when a letter should be send.

The following from questions from SIFA will be used as the basis for discussion:

*What are the pupil strengths and aspirations?  
How does the family model positive coping skills?  
When do things go well? What makes the difference?  
Are family supports required? What would the family engage with?  
Are there health concerns, should school liaise with school nurse/GP?  
Are there specific barriers that need to be worked on? E.g. independent travel. How can these be broken down and addressed?*

***When a pupil meets this threshold, a CYPP should be held, and possible multi-agency support sought.***

## A3 and A4 Letters

- These will used when no contact or progress has been made following the communication in the earlier letters.
- A3 and A4 letters indicate the serious nature of absence and that the school will be progressing things with other agencies involved. This will include the Children's Reporter or Attendance Sub-Committee.

## Letter Templates

Dear

### School Attendance - A1a

At Breadalbane Academy we believe that attending school is important and we will be proactive in our commitment to maximising attendance for all young people. We believe that attending school, supports young people's wellbeing and development, progress in learning, and promotes personal and academic achievement.

In line with the *PKC Attendance Policy (2024)* and *Staged Intervention Framework for Attendance (SIFA)* we have systems and process to support our young people and families when they experience barriers in attending school. We know and understand that there are many reasons as to why school attendance can be impacted and we will strive to work in partnership with young people and their families to maximise good attendance.

**As part of our ongoing review procedures. We have noted that XXXX current attendance is XXXX.**

We absolutely understand that illness and absence is unavoidable. At Breadalbane Academy we have adopted the Perth and Kinross target of 96% attendance for all young people in primary and 92% attendance for all young people in Secondary. There is an expectation that we will work with parents to achieve this

We will continue to monitor xxx's attendance and look forward to seeing this improve in the coming weeks.

In the meantime, please don't hesitate to get in touch if we can support in anyway.

Kind regards,

Primary / Secondary DHT

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Dear

**School Attendance - A1b**

At Breadalbane Academy we believe that attending school is important and we will be proactive in our commitment to maximising attendance for all young people. We believe that attending school, supports young people's wellbeing and development, progress in learning, and promotes personal and academic achievement.

In line with the *PKC Attendance Policy (2024)* and *Staged Intervention Framework for Attendance (SIFA)* we have systems and process to support our young people and families when they experience barriers in attending school. We know and understand that there are many reasons as to why school attendance can be impacted and we will strive to work in partnership with young people and their families to maximise good attendance.

**As part of our ongoing review procedures. We have noted that XXXX current attendance continues to decline leading to their current attendance sitting at XXXX.**

We absolutely understand that illness and absence is unavoidable. At Breadalbane Academy we have adopted the Perth and Kinross target of 96% attendance for all young people in primary and 92% attendance for all young people in Secondary. There is an expectation that we will work with parents to achieve this

We will continue to monitor xxx's attendance and if this falls to below 85%, we will be in touch to arrange a meeting where we can work collaboratively to identify strategies to improve this. In the meantime, please don't hesitate to get in touch if we can support in anyway.

Kind regards,

Primary / Secondary DHT

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Dear

**School Attendance - A2**

At Breadalbane Academy we are committed to working with young people and their families to support and maintain good school attendance. We believe that attending school, supports young people's wellbeing and development, progress in learning, and promotes personal and academic achievement.

In line with the *PKC Attendance Policy (2024)* and *Staged Intervention Framework for Attendance (SIFA)* we have previously highlighted a decline in XXX attendance to you.

We know and understand that there are many reasons as to why school attendance can be impacted and we are committed to working in partnership with young people and their families to maximise good attendance.

**We have noted this session that XXXXX has now been absent on a few occasions, resulting in their attendance dropping to below 85%.**

**Their attendance is currently %.**

Over the course of the school session, attendance of 85% equates to 28 ½ days (over 5 ½ weeks) of lost learning, which will have a significant impact on their attainment.

We would like to now offer additional support to ensure that any difficulties that might have arisen in relation to attendance are addressed. Working together we would propose to gather a more detailed assessment which will allow us to collaboratively plan around any barriers which are preventing good attendance.

Please contact me at the school to arrange a mutually convenient to allow us to work together and action supports for [pupil name].

Kind regards,

Primary / Secondary DHT

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Dear

**School Attendance - A3**

At Breadalbane Academy we are committed to working with young people and their families to support and maintain good school attendance.

In line with the *PKC Attendance Policy (2024)* and *Staged Intervention Framework for Attendance (SIFA)* we have previously highlighted a decline in XXX attendance on more than one occasion to you.

I am writing to you as we have been unable to make contact and work together to discuss the additional supports that could be offered to support an improvement in attendance.

If you have not received these communications, or if you have changed your email / phone number then please contact us to update these details. Effective communication between home and school will help us to plan together for successful engagement and inclusion of XXX at Breadlabane.

We know and understand that there are many reasons as to why school attendance can be impacted and we would like the opportunity to ensure that XXX views are taken into consideration as part of our planning processes.

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

I look forward to hearing from you at your earliest convenience.

Kind regards,

Primary / Secondary DHT

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Dear

**School Attendance - A4**

In line with the *PKC Attendance Policy (2024)* and *Staged Intervention Framework for Attendance (SIFA)* we have now, on a number of occasions, highlighted a decline in XXX attendance to you.

I am writing to you as we have as yet been unable to make contact and meet to discuss the barriers to attendance and plan additional supports around this.

In our last communication with you we shared that we may need to consider further measures outside of Breadalbane Academy to support an improvement in attendance.

XXXX attendance is now XXXX. This alongside non-engagement with the supports on offer is giving us considerable concern and as a result we will be referring this matter to the Attendance Sub-Committee in terms of section 36 and 37 of the Education (Scotland) Act 1980.

If the Attendance Sub-Committee do not agree that you have a reasonable excuse for XXX non-attendance then there are a number of decisions that may be made including making an Attendance Order, referring the case to the Scottish Children's Reporter Administration, or prosecution.

Should you require further information or wish to engage in planning together to support XXX, then please contact the school office at your earliest convenience.

Kind regards,

Headteacher

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Dates of contact

### **Appendix 3**

#### **Tracking and Reviewing Attendance**

The tracking of specific cohorts of young people is of vital importance. This allows us to focus on which groups of young people may require our support and intervention. Typically, we will breakdown attendance data based on these areas:

- Year Groups
- Additional Support Needs (ASN)
- Scottish Index of Multiple Deprivation (SIMD) and ACORN classification
- Free School Meals
- Specific SEEMIS codes
- Care Experienced Pupils

**Weekly** we will analyse attendance data per year group in support meetings. This will generate actions to support individual pupils and groups of pupils. These actions are recorded and reviewed each week.

**Monthly** we will invite targeted professionals and staff to support with attendance. We may ask for input from: Skills Development Scotland, Subject PT's, Services for Young People, Pupil Intervention Officer or Developing the Young Workforce Officer. We will request more targeted support from these services for individuals or cohorts. These interventions are recorded and reviewed each month.

### **Appendix 4**

#### **Attendance Instructions that Primary Teachers follow:**

1. First task of the day is to complete attendance. Should SEEMiS fail for any reason please contact the office and let them know who is present/absent. This should be completed within the first 10 minutes of the period. Groupcall goes out at 9.30am.
2. All planned events such as trips should be pre-inputted. Staff should record pupils who are not present with a tbc code. If a pupil is at a pre-arranged event, which has not been pre-inputted, this will be updated by the officer.
3. The registration process is repeated within the first ten minutes of the afternoon.
4. If a pupil arrives late to school, they need to gain access to the primary via reception. A member of staff at reception will update SEEMiS, noting that the pupil has arrived late. Nursery parents need to report to reception before taking their child to nursery.

### **Attendance Instructions that our Secondary Teachers will follow:**

1. First task of the day is to complete attendance. Should SEEMiS fail for any reason please contact the office and let them know who is present/absent. This should be completed within the first 15 minutes of the period. Groupcall goes out at 9.30am.
2. Should the office phone your classroom for further information about a pupil's absence it is important that you respond.
3. If a pupil arrives late to class change SEEMiS and alert the office to prevent an unnecessary Groupcall being sent home.
4. If SEEMiS does not allow you to complete as the office are inputting information retry as this should only take moments. It has been agreed that office staff will not attempt to change SEEMiS between 8.55 on and 9am on Mondays to Wednesdays.
5. If after you have completed registration and an anomaly appears, phone the office with up-to-date information e.g. if you have marked a pupil absent and the anomaly shows that they have been in school all day or vice versa.
6. Daily anomaly reports are issued to registration teachers who should then discuss the unexplained absences with the pupil concerned and if necessary, contact other members of staff to corroborate their responses.
7. All planned events such as trips should be pre-inputted. Staff should record pupils who are not present with a tbc code. If a pupil is at a pre-arranged event, which has not been pre-inputted, this will be updated by the officer.
8. When a pupil returns to school, please ask for an absence note on their return if the reason is not already known. If we have had notification from the family then SEEMiS will be changed by the office staff and this pupil will no longer appear on your anomaly report. If a child forgets to bring the note, remind them each day of the need to bring this in or for their parents to contact the school.
9. Register teachers should return their registration folders to the office by the end of the day on Friday.
10. At the start of the following week, the PCWO will attempt to contact relevant parents where unexplained absences remain.

11. The PCWO will then bring details of still remaining unexplained absences to the Pupil Support Team meeting which takes place on Thursday where decisions will be taken with regard to sending A1 letters.
12. If you continue to have no success in getting a note, pass the details to the PCWO who will follow up with a phone call.

**PLEASE NOTE** – All registration folders must be returned to the office or the staffroom at the end of registration



Consultation undertaken with:

Breadalbane Academy Whole School Teaching Staff, Extended Leadership Team, Senior Leadership Team, Support Staff, Parent Council and Senior Pupils.