



Determination Confidence

Teamwork Community

Encouragement Trust

Crieff High School



Attendance Policy



Education and Learning
Improving Lives Together
Ambition | Compassion | Integrity

Contents

1. Introduction
2. Looking inwards
 - Crieff High School Context (Quantitative Data)
 - View of Stakeholders (People's Views & Direct Observations)
3. Looking outwards
 - National and Local Context
4. Looking forwards
 - Communication Between Home and School
 - Proactive Measures to Promote Positive Attendance
 - Raising the Profile of Attendance
5. Processes to support implementation
 - Partnership Working
 - Absence Procedures
 - Staged Intervention Framework for Attendance (SIFA)
6. Appendices
 - Appendix 1 – Promoting good attendance
 - Appendix 2 – Roles and responsibilities
 - Appendix 3 – Procedures for Period Discrepancies and Unexplained Absences
 - Appendix 4 – Staged Intervention Framework for Attendance
 - Appendix 5 – Letter Templates

Introduction

At Crieff High School, our **vision** is to be a rights respecting school that nurtures, encourages and inspires young people to be the best they can be.

Our school **values** encompass personal values, collective values and relational values.

- Personal values – **Determination** and **Confidence**
- Collective values – **Teamwork** and **Community**
- Relational values – **Encouragement** and **Trust**

Our School **Aims** are represented within a Curriculum rationale graphic of Our environment, Our learning, Our successes and are articulated as:

- Our school environment is inclusive, nurturing and rights respecting.
- Our learning is inspiring, motivating and develops skills for learning, life and work.
- Our successes are recognised, celebrated and shared by our school community.



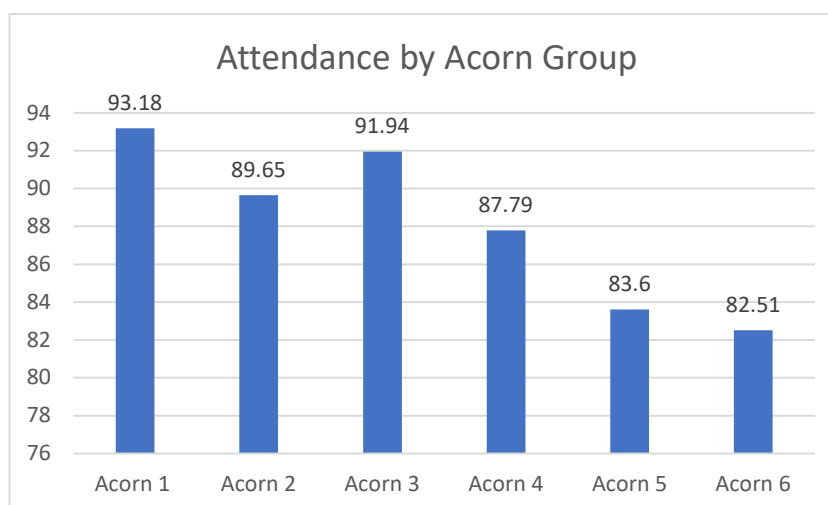
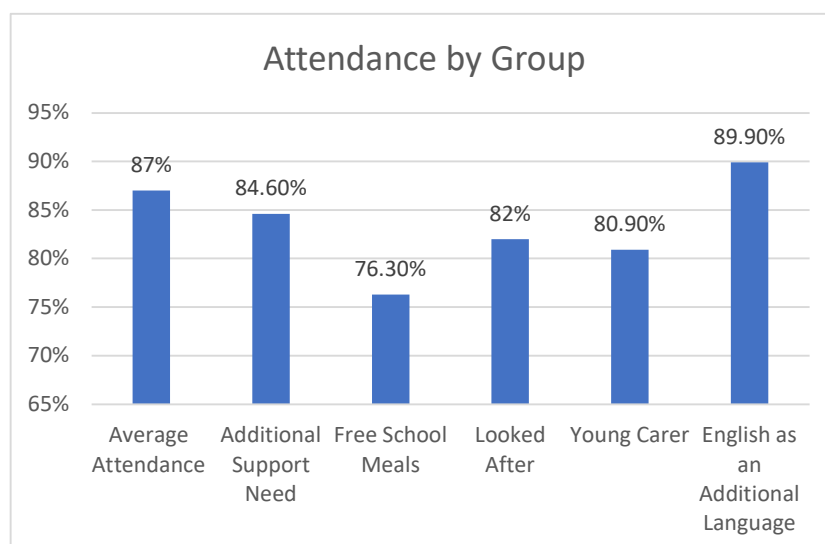
Looking inwards

Crieff High School Context

Crieff High School is working towards the Perth and Kinross target of 92% attendance for all young people in secondary school.

In session 2023/2024, Crieff High School attendance rate was an average of 87% (PKC average 2023/2024 = 86.6%).

Attendance data shows groups with varying attendance rates compared to the school average, as displayed in the graphs below. Young People with English as an Additional Language have a higher than school average attendance rate, while all others are below school average. Young people in Acorn 1 (lowest levels of social deprivation) have a higher attendance rate compared to those in Acorn 6 (highest levels of social deprivation) who have the lowest attendance.



Through the school values of Encouragement and Community, Crieff High School is committed to providing a safe, supportive, and inclusive environment for all young people that supports them to attend school.

This Attendance Policy outlines the procedures and responsibilities in Crieff High School and aims to:

- Provide all Crieff High School staff with clear guidance on their responsibilities in reporting and recording absence.
- Ensure consistent and effective action is taken in supporting young people to improve attendance.

Views of Stakeholders

In reviewing this attendance policy, the views of young people, parents/carers and staff contributed towards its development. Views of young people were gathered through a series of representative focus groups. In these focus groups, young people:

- Recognised the importance of attending school to build relationships with peers and develop social skills.
- Recognised the connection between attending school and achievement.
- Showed awareness of additional support that can be put in place if someone is struggling to attend school.
- Identified that improving attendance was a priority for Crieff High School through promoting the importance of attendance at assemblies and in Form.

Parents/carers had the opportunity to share their views and feedback via an electronic feedback form and shared that:

- They recognised the importance of attending school so children can gain qualifications and have social experiences.
- Most parents/carers who responded agree that school communicates in an effective way if a child is absent from school.
- A minority of those who responded said they were aware of support that might be available if a young person is struggling to attend school.

Feedback from staff was gathered during a workshop session of Principal Teachers who shared from their observations:

- Absence from school has a detrimental impact on learning and progression.
- Internal absences in school are an ongoing problem.
- Positive relationships, engaging learning and teaching and inclusive learning environments can positively encourage young people to attend school.

Direct observations of staff recognise that internal absences within school are an issue and recommend that a process to tackle this is created and implemented.

Looking outwards

National Context

[The United Nations Convention on the Rights of the Child \(UNCRC\)](#) is a complete statement of children's rights. The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights.

[Included, Engaged and Involved Part 1: Positive Approach to the Promotion and Management of Attendance in Scottish Schools \(IEI1\)](#) (2019) provides advice on good practice and establishes the national requirements regarding classifying and recording attendance and absence.

[Getting it right for every child \(GIRFEC\)](#) (2022) is the Scottish Government's commitment to provide all children, young people and their families with the right support at the right time. This is so that every child and young person in Scotland can reach their full potential.

[Improving attendance: Understanding the issues](#) (2023) is a report that was created in light of system-wide concern about reduced levels of attendance, particularly since the covid-19 pandemic. This report, which is the result of a deep dive led by Education Scotland (ES), aims to provide an understanding of the issues and ensure that staff working with young people to improve attendance have an understanding of the barriers.

[Trinity High School summarised inspection findings, Renfrewshire Council 14/05/24.](#) It was highlighted that the use of an attendance tracker, to identify young people where attendance is beginning to decline, as an example of good practice. Crieff High School has adopted a similar approach to tracking and monitoring attendance by individual and by group.

Local Context

[Attendance Policy and Guidance for Education and ELC Settings](#) (2024) was published by Perth and Kinross Council and provides a clear and supportive framework to ensure that children and young people attend school, are safe and protected. It also provides clear steps for school leaders to identify children and young people who may be at risk of having poorer outcomes as a result of low attendance and provides guidance on the actions that should be taken to address this.

Looking forwards

Communication Between Home and School

Crieff High School values regular communication with parents/carers through various channels, including Groupcall messaging, the school website, and social media.

If parents/carers need to discuss any aspect of their child's education, such as attendance, progress, or engagement, they should contact their young person's Head of House.

Parents/carers are encouraged to request meetings with the Head of House by contacting the school office or using the contact details below:

- Head of Kelty House: Mr. S Davidson – CHSKeltyHouse@pkc.gov.uk
- Head of Barvick House: Mrs. A Walker – CHSBarvickHouse@pkc.gov.uk
- Head of Turret House: Ms. R Paterson – CHSTurretHouse@pkc.gov.uk

Supporting Regular Attendance: Parents/carers play a crucial role in ensuring their child attends school regularly. Crieff High School staff are dedicated to maintaining open communication with parents/carers regarding attendance issues.

Reporting Absences: In case of a young person's absence, parents/carers should inform the school via email, phone call, or by responding to a group call message via text, providing a reason for the absence to ensure accurate recording.

- Call: 01764 657700
- Email: CHSAbsence@pkc.gov.uk

Unreported Absences: If a young person is absent without prior notice from parents/carers, the school will check the absence against the provided contact details and expected return date. If no notification is received, the absence will be marked as unauthorised until an explanation is given.

Addressing Patterns of Absence: If a young person returns to school but shows a pattern of absences, school staff will work with parents/carers to address any issues, fostering a positive and trusting relationship between home and school.

Proactive Measures to Promote Positive Attendance

Crieff High School recognises that good attendance occurs when young people enjoy and are excited about coming to school. School staff are committed to creating an environment that is conducive to high levels of attendance. Measures include:

- A positive ethos and culture
- Ensuring young people are included and engaged
- Reviewing and improving anti-bullying measures
- Using nurturing approaches – including Form class
- Addressing barriers to learning and participation, considering the needs of all young people
- Good learning and teaching
- Promoting positive relationships among young people
- Celebration of contributions and accomplishments

See Appendix 1

Raising the Profile of Attendance

School staff contribute towards raising awareness of the importance of attendance and the impact of absence by:

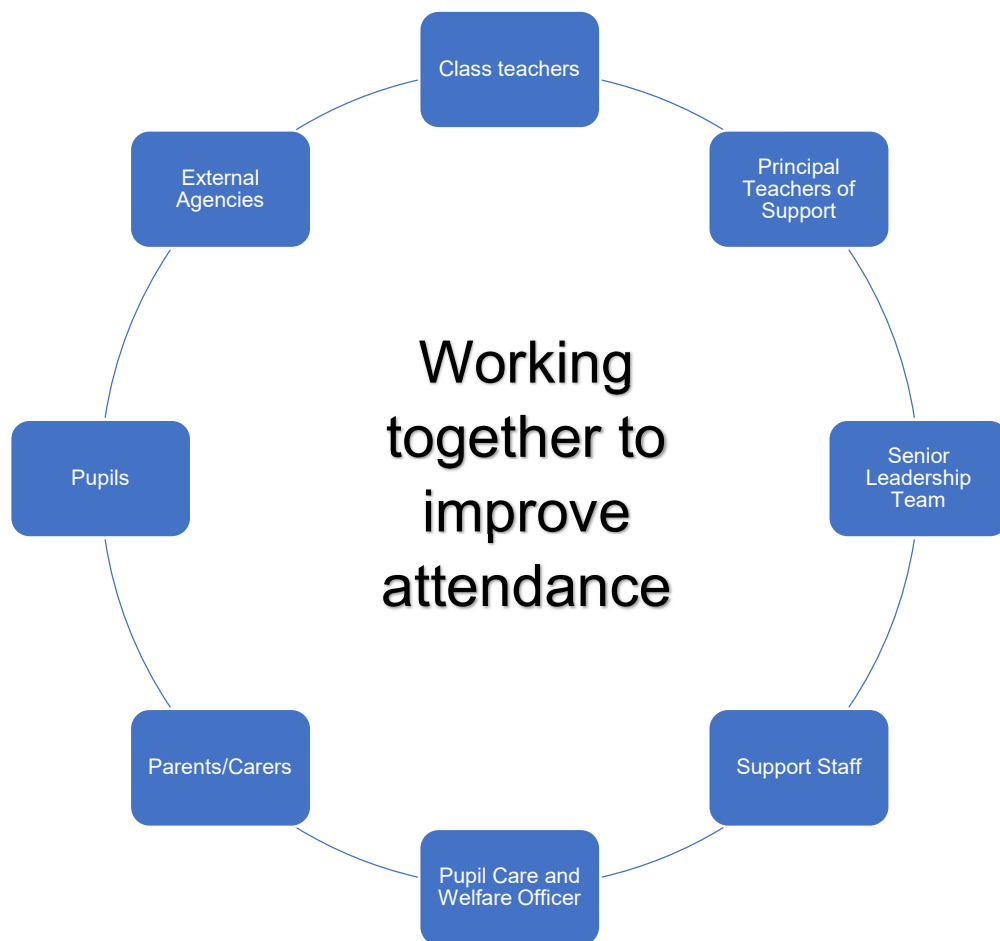
- Raising the profile of attendance and absence within school communities and in school documents such as the school handbook and through platforms such as the school website and social media platforms.
- Highlighting attendance in Form and assemblies.
- Displays within the school environment.
- Recognising a positive pattern of attendance in an appropriate and sensitive manner, such as through communication with home. For example, sending of Praise Postcards.
- Recognising improvements in attendance.

Processes to support implementation

Partnership Working

In order to implement effective approaches to improve attendance, there several different stakeholders that work together to achieve the best possible outcomes for young people.

They are outlined in the graphic below and roles and responsibilities outlined in Appendix 2.



Absence Procedures

Accurate recording of attendance and absence is essential for informing support interventions. Young people will first be registered by their Form Tutor each morning and then registered at the start of every period.

Teachers must complete their register within the first 5 minutes of the class.

If any young person who is listed as a TBC Priority is missing from class, without an alternative absence code, the office should be notified immediately.

If any young person needs to leave class early as part of an agreed plan, they should only leave class within the last 3 minutes of the period.

Parent/Carer Notification: Parents/carers will be notified if a young person does not arrive at school, typically via Groupcall message or a phone call from the Pupil Care and Welfare Officer or another staff member.

Emergency Contact: If parents/carers cannot be reached, emergency contact numbers, such as those of other family members, will be used.

Unconfirmed Absences: If a parent/carers cannot be contacted to confirm a young person's whereabouts by morning break (10:45am), the absence record will be forwarded to the Guidance Teacher.

They will review the information considering known attendance issues, support needs, or current concerns about the young person.

The Guidance Teacher will determine further action, considering the young person's age, additional support needs, and, if necessary, contact the school's child protection coordinator.

Care Experienced Young People: For care experienced young people, any absence must be followed up immediately. For those looked after at home, the social worker should also be contacted.

Internal Absences: If a young person is present in school but does not attend a class as they should, an internal absence will be recorded on Seemis as TBC. Attendance anomalies will be checked by the Guidance team and messages sent home to parents/carers where the absence cannot be explained.

See Appendix 3.

Staged Intervention Framework for Attendance (SIFA)

In line with Perth and Kinross Council guidance, Crieff High School adopts a Staged Intervention Framework for Attendance (SIFA). When it is recognised that a young person is struggling to attend school, support will be provided, where appropriate, in line with targeted supports as suggested by the SIFA which is tracked and monitored.

Staged intervention processes in Crieff High School are categorised by Universal, Additional, Enhanced and Intensive.

See Appendix 4.

Authorised Absence:

Reasons for authorised absence can include:

- Illness where no learning provision is made (including ongoing mental health concerns)
- Medical and dental appointments to be recorded in separate category
- Meetings prior to, and during court appearances and other legal processes
- Attendance at, or 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
- Period of exclusion to be recorded in separate category
- Extended leave with parental consent including some young carer activities

Unauthorised Absence:

Schools are required to record absence as unauthorised when it is perceived that there is no valid reason for the absence provided. Such absence can include:

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

Part-Time Timetables:

It may be agreed as part a planning meeting that a young person will attend school on a part-time basis as part of an agreed support plan to support a young person to attend school.

Part-time timetables must only be agreed as part of a Child or Young Person Planning meeting and approved by the relevant Year Head (SLT).

Part-time timetables must be recorded on Seemis and put in place for a maximum of 6 weeks.

After 6 weeks part-time timetables will be reviewed with the aim of increasing time in school where possible.

Review

This policy is an update to the original attendance policy that was created in 2019.

This policy will be reviewed and updated regularly.

Appendix 1 - Promoting Good Attendance

Promoting Good Attendance

Every Moment Matters – Know Your Score
An average school year comprises 190 days.
Therefore...

91% Attendance

Means your child will
have missed 17 days – or
nearly 3 ½ weeks – of
school

85% Attendance

Means your child will
have missed 28 ½ days –
over 5 ½ weeks – of
school

80% Attendance

Means your child will
have missed 38 days – or
over 7 ½ weeks – of
school

Good attendance gives every young person the best opportunity to:

- Learn new things
- Engage in physical exercise
- Increase their achievement
- Increase their confidence
- Develop and practise new skills
- Improve their self-esteem
- Achieve their full potential
- Learn how to be a leader
- Make friends and feel included
- Improve and develop social skills
- Learn skills for work
- Engage in digital learning
- Fulfil their ambitions
- Take responsibility for their learning
- Prepare for the world of work and future study

Appendix 2 – Roles and responsibilities

Campus Business Management Team

- Enter pupil appointments.
- Pupils to sign out at school office.
- Updating SEEMIS with amendments.
- Maintaining class lists.
- Assist Pupil Care & Welfare Officer where appropriate.

Pupil Care and Welfare Officer (PCWO)

- Amend backdated TBCs as advised by Support for Pupils staff.
- Produce daily anomaly report.
- Update SEEMIS to reflect late arrivals.
- Following up incomplete registers: send Safeguarding email to teachers and PTs 15 minutes into a lesson.
- Follow up period discrepancies.
- Each Friday, send list of young people with outstanding unexplained absences to PTs Guidance.
- Update SEEMIS record of pupils attending a school trip.
- Enter pupil appointments.
- Inputting notes.
- Inputting part-time timetables etc.
- Inputting college pupils/work experience/vocational courses etc.
- Amend attendance for in-house groups.

Class Teacher

- Lesson Registration – register to be completed after 5 minutes: any pupil not in class must be marked as TBC
- Any pupil late to class must be marked as late: Periods 1 and 6 mark as 'Lreg' (Late to Registration); all other periods mark as 'LTC' (Late to Class) on SEEMIS.
- For pupils with 'Priority TBC' flag, inform PCWO if message is displayed stating that a pupil has 'changed From Present to To Be Confirmed'.
- Ensure registers are updated by the end of the period with any changes.
- Provide list of pupils attending school trip day before; completed register on day of trip.

Principal Teacher

- Advising Admin staff of class changes.
- Discussion with class teachers regarding pupil attendance.
- Inform office of trips.
- Follow up incomplete registers within department.

Parent/Carer

- Contact the school to advise of any planned absences.
- Ensure contact details are up to date.
- Respond to attendance letters/ text messages/ phone calls from school staff.
- Attend scheduled meetings to support attendance and engagement in school.

Child/Young Person

- Attend timetabled classes.
- Engage in learning tasks in school and at home.
- Commit to continuing learning during periods of unavoidable absence.

Whole School

Attendance Lead

- Drive whole-school attendance strategy.
- Lead on attendance within Support Department.
- Review missing register information.
- Develop effective use of SEEMIS and tracking and monitoring procedures for recording and analysing attendance.
- Produce weekly attendance data to share with PTs Guidance and SMT.
- Produce overall attendance analyses.

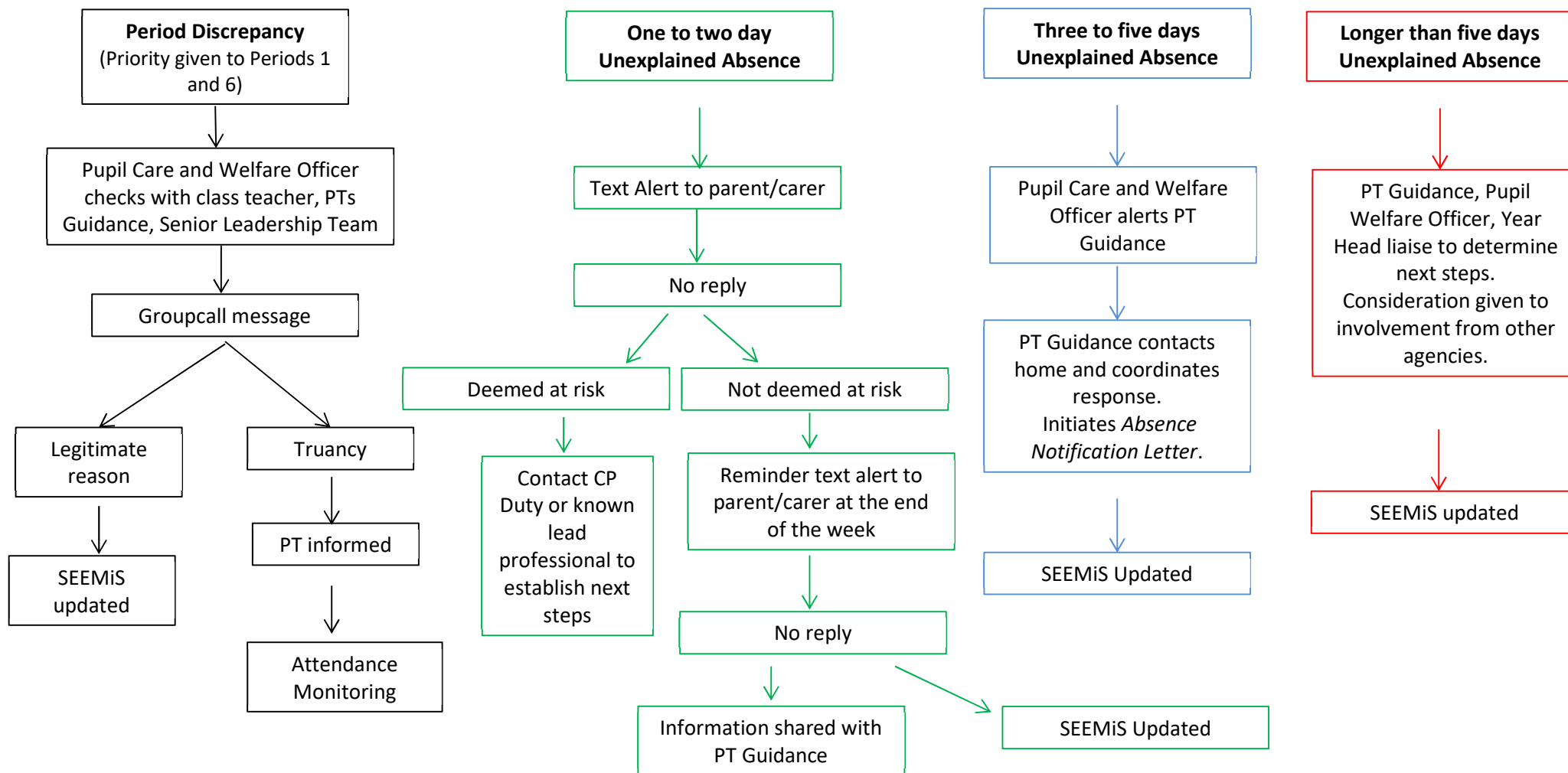
Principal Teacher of Guidance / Head of House

- Attendance monitoring: less than 91%, 85%, 80%
- Enhanced monitoring of target group.
- Communicating part-time timetables to Admin staff.
- Inform office to amend TBCs.
- Advise re Letters to be sent with Admin staff.
- Monitor/ update attendance of pupils still on roll attending college.
- Discuss at Guidance meetings.
- Follow process of Staged Intervention, co-ordinating in-school supports and partner agencies where appropriate.
- Record interventions.
- Use professional judgement to communicate information about positive and improving attendance to parents/carers and pupils.
- Identify young people requiring monitoring – period absences.

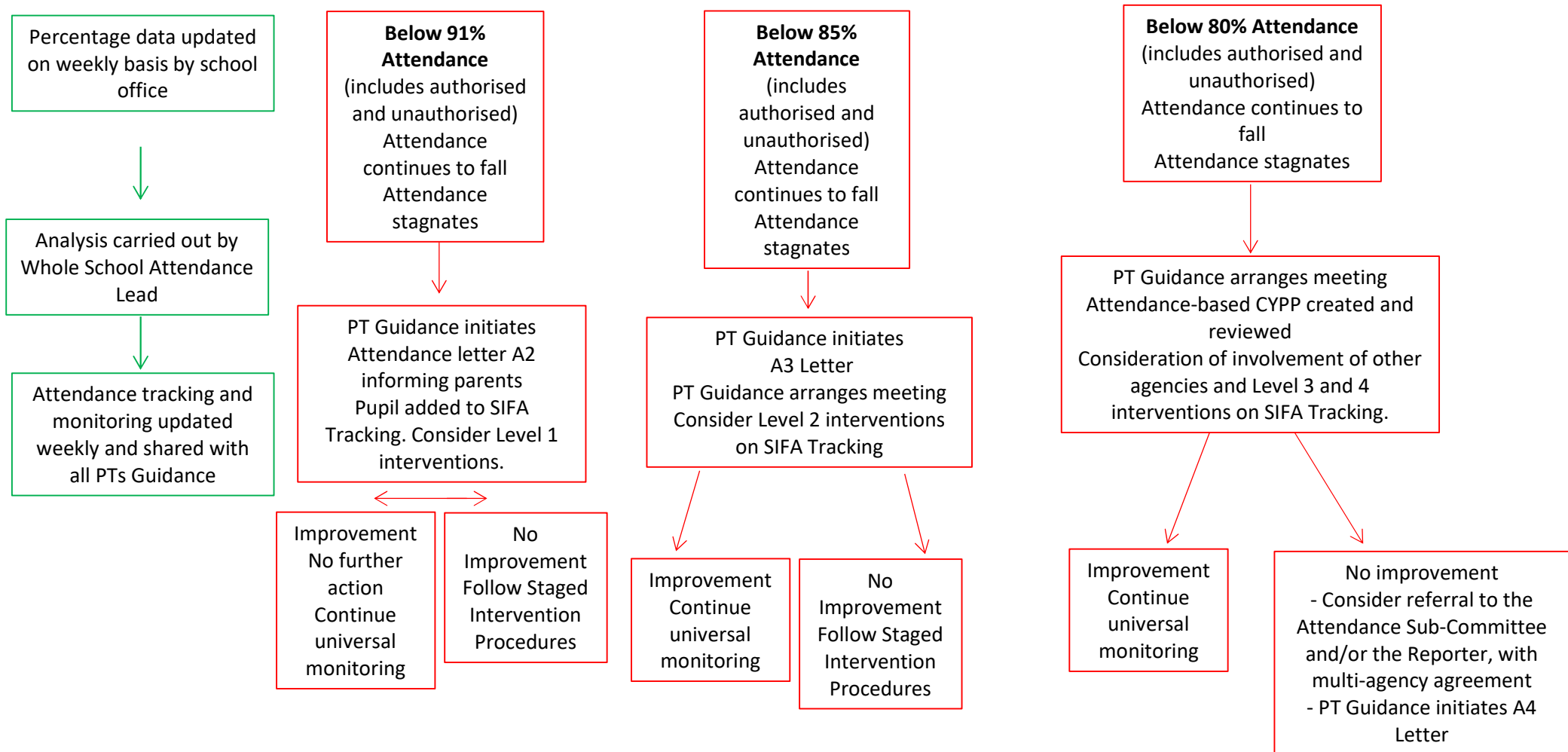
Senior Leadership Team (SLT)

- Receive referrals from PTs Guidance for support regarding issues with pupil attendance.
- Attendance monitored at pupil update meetings.
- Actions to improve attendance of young people, as part of Staged Intervention approach.
- Checking pupil late coming at key transitions in the school day (the beginning of the school day, end of break, end of lunch).

Appendix 3 – Procedures for Period Discrepancies and Unexplained Absences



Appendix 4 – Staged Intervention Framework for Attendance



Level 1 - Universal (Early Intervention)				Level 2 - Additional				
Initial Contact Home	Gather Childs Views	Add to Call List	Timetable Review	Complete SECAT/SRAS	Hold YPP	Visit at Home	Monitoring Card	Consider EP Referral
Level 3 - Enhanced				Level 4 - Intensive				
Reduced Timetable	Raise at ITM	6 Week Review of YPP	Consider Connecting Families Referral	Referral to Other Agencies	Consider other provisions	Community Based Support	Structured Graded Exposure Plan	Consider referral to SCRA

Appendix 5 - Letter Templates

Attendance Letter – A1

Dear,

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

Dates of absence: Date(s) to be inserted by school

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

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

Yours sincerely,

Principal Teacher.

Attendance Letter - A2

Dear ,

Ensuring the wellbeing of every young person is a priority in Crieff High School and this is at the centre of our school's attendance policy. We seek to support young people who have been absent from school, whether this is authorised or unauthorised absence.

I am writing to you to inform you that attendance has fallen below the expected attendance level of 92%. Whilst you may have given reasons around the absence of your child, it is important that attendance is monitored and communicated.

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

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

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

Yours sincerely,

Head of House

Attendance Letter - A3

Dear ,

We have recently tried contacting you to discuss your child's absences from school.

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

In Perth and Kinross, we have a target of 92% attendance in secondary schools for all of our children and young people. I am writing to you to let you know that your child's attendance has continued to decrease resulting in their attendance dropping to .

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

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

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

Yours sincerely,

Head of House

Attendance Letter - A4

Dear ,

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

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

I am writing to you because our current planning to support your child's attendance in school has not been successful and their attendance is currently [REDACTED]. Effective communication between home and school will help us to plan together for successful engagement and inclusion in education. Please can you contact me at (house email) to arrange a discussion about how we can review our current planning to support your child to attend school.

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

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

Yours sincerely,

Head of House

Attendance Letter - A5

Dear ,

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

I have previously written to you around my continued concerns about your child's non-attendance at school. I am sorry that we have not been able to achieve an acceptable level of school attendance with support and planning that has been put in place.

At this stage I will refer this matter to the Scottish Children's Reporter Administration so that we can request further support to help your child to engage and participate in their education.

Should you require further information or wish to discuss further planning to support your child back into education please contact me at [\(House email\)](#) to arrange an appointment.

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

Yours sincerely,

Head of House