



Attendance Policy



KIRKCUDBRIGHT ACADEMY

ATTENDANCE POLICY

1. RATIONALE & AIMS

Kirkcudbright Academy uses a nurturing, relationship-based and rights-based approach to supporting pupil attendance. Our approaches are underpinned by our school values of Honesty, Equity, Ambition, Respect and Teamwork.

Good attendance at school benefits pupils in allowing them to access high-quality learning and teaching in order that they can gain the best possible qualifications. Attendance at school also benefits pupils in a wider sense, providing opportunities for socialising with friends, taking part in extra-curricular activities and providing a sense of structure and routine.

Absence from school has a clear detrimental impact upon pupils' overall wellbeing and academic achievements. Our analysis of our S4 National Qualifications Results for the academic year 2024-25 shows this clearly:

S4 Attendance %	Average number of National 5 qualifications at grade A-C in 2025.
<60	1.3
60-79	2.3
80-89	2.7
90-95	5
>95	6.3

In order to maximise pupil attendance we work positively with pupils, parents and, where necessary, partner agencies.

2. PRINCIPLES

Our Attendance Policy is guided by the following principles, as set out in Included, Engaged and Involved Part 1 (Education Scotland, 2019).

- All children and young people have a **right to education**; and education authorities have a duty to provide education.
- All children and young people have the **right to** get the **support** they need to benefit fully from their education and fulfil their potential.
- All children and young people need to be included, engaged and involved in their learning. Children and young people should be given **opportunities** to fully **engage and participate** in the life of their school in order **to encourage good attendance**.
- Schools should actively **engage with parents** to try to ensure that any barriers to good attendance are removed.
- Schools and **partners should work collaboratively** to promote and support good attendance.

- The foundation for schools, learning establishments and education authorities is a focus on **positive relationships and in inclusive ethos and culture** that promotes good attendance. Attendance should not be considered in isolation.

The UNCRC article 28 states that ‘Every child has the right to an education – whatever their background, gender or ethnicity.’ We are working to make sure all young people at Kirkcudbright Academy access the right to a quality education.

3. ATTENDANCE

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

- Attendance at school
- Learning outwith school provided by a college or other learning provider while still on the roll of the school.
- Extra-curricular activities in conjunction with the school.
- School trips.
- Interviews and visits relating to further and higher education or careers events.
- Study leave for pupils participating in national exams, arranged by the school during the period of the examination timetable.
- Work experience
- Receiving tuition via hospital or outreach teaching services.

4. ROLES AND RESPONSIBILITIES

Young person	- Attend school unless too unwell to do so. - Arrive to school on time in the morning - Arrive at classes on time - Sign in/out at the school office if arriving/leaving during the normal school day. - Report to the school office if feeling unwell during the school day. A member of staff will speak to you and decide if parents/carers should be contacted. Pupils should not contact parents/carers directly about going home. - Catch up on any work missed due to absence. This may be by using resources on Teams, copying up work from a peer or speaking to the class teacher for guidance. - Share any worries/concerns with UPS Tutor, Pupil Support Teacher or any other member of staff.
Parents/Carers	- Ensure your child attends school regularly, on time and well-prepared for lessons. - Promote the importance of school and school attendance for wellbeing, attainment and opportunities. - Advise the school office of any absences by phone, email or text message before 8.50am on the first day of absence, including a reason for the absence and expected duration.

	- Inform the school office in advance of any pre-booked appointments. - Respond to any groupcall messages from school about your child's attendance. - Contact your child's Pupil Support Teacher if you have any concerns about your Child's Attendance to discuss possible supports. - When there is a concern about your Child's Attendance, work with school and any other partners to resolve problems and maximise attendance.
Office Staff	- Record absences and late arrivals in Seemis daily, using Dumfries and Galloway's Seemis Guidance. - Send Groupcall messages to parents/carers each morning for those pupils who are absent without a reason from home. - Make follow-up phonecalls where there is still no response from home. - Escalate unresolved absences to management by lunchtime each day, logging these on shared spreadsheet. - Monitor period-by-period attendance each day and alert PS Team/Management if pupils are missing from class who were in school earlier. Also send a groupcall home to alert parents/carers. - Remind staff where registers have not been completed and alert DHT if concerns about regular incomplete registers. - Ensure Seemis codes are used accurately for pupils on part-time timetables or on extended work experience. - Use a nurture-based approach with pupils who arrive late to promote positive attendance. - Send monthly text message to parents informing them of their child's current attendance %.
Class teachers	- Complete the register on Seemis within 5 minutes of the start of each lesson. - Advise the office of any discrepancies, e.g. a pupil is now absent who has been marked present in the previous lesson. - Ensure register is updated if a pupil arrives late to class, with the exception of period 1 if pupils have signed in at the office as this will be done by office staff. - Alert PTC if there are any inaccuracies in your class register. - Alert PTC to any concerns in terms of attendance patterns in class. - Use a nurture-based approach in lessons to promote positive attendance.
Principal Teachers of Curriculum	- Promote the importance of good attendance. - Action referrals from subject teachers regarding attendance comments in subjects – speak to pupils about the impact of this on attainment. - Where attendance is impacting upon progress in learning contact home to discuss this and possible supports (liaise with Pupil Support Teachers).
Form Tutors	- Promote the importance of good attendance in terms of impact on wellbeing, attainment and opportunities.

	- Use weekly attendance data to speak to pupils in Form about the reasons for their absence. - Log conversations on the class spreadsheet. - Pass any concerns raised to PTs Pupil Support.
Principal Teachers of Pupil Support	- Promote the importance of good attendance in terms of impact on wellbeing, attainment and opportunities. - Review attendance data for caseload on a weekly basis and speak to pupils and/or contact home where attendance is dipping below 90% - Review class shared spreadsheets on a regular basis. - Liaise with PTCs and Form Tutors where necessary. - Ensure part-time or bespoke timetable arrangements are communicated with school office. - Work with pupils, families and partners to support them in removing barriers to school attendance.
DHT	- Complete the monthly update of Attendance spreadsheet and class shared spreadsheets. - Review attendance of caseloads and actions with PS Teachers at weekly House Meetings. - Oversee sending of attendance letters for pupils <85% attendance. - Liaise with PTPS and Office Staff in relation to attendance, including Seemis Codes, part-time timetables and unexplained absences.

If further support is needed a referral may be made to either the Attendance Team, Care-Experienced Team or Autism Outreach Team, depending on the needs of the young person. These services may meet with pupils and/or families to identify barriers and advice on next steps. They will also work with the school to advise on next steps.

APPENDIX 1: ATTENDANCE PROCESS CHART

STAGE 1 Attendance > 95%	✓ Monthly groupcall to highlight attendance % ✓ Positive reinforcement in Form class
STAGE 2 Attendance 90%-95%	✓ Form Tutors will speak with pupils regarding attendance ✓ Monthly groupcall to highlight attendance % ✓ PT Pupil Support will act on any issues highlighted from discussions with Form Tutors.
STAGE 3 Attendance 80%-90%	✓ Form tutors will continue to promote good attendance ✓ PT Pupil Support will speak to pupil ✓ Send Attendance Letter ✓ Supportive communication with home – groupcall/email/phonecall to alert parent/carer ✓ Agree any classroom and school-based adjustments/supports with pupil and parents/carers and share with staff ✓ Record in Seemis pastoral notes
STAGE 4 Attendance 70%-80%	✓ Follow up Stage 3 steps. ✓ Send Attendance Letter 2, requesting a meeting with parent/carer ✓ Undertake assessment using resources such as GIRFEC Wellbeing Indicators, My World Triangle or School Refuser Scale. ✓ Consider appropriate supports and if an RfA is needed to another service. ✓ A single-agency plan may be opened at this stage, depending on circumstances ✓ Record in Seemis pastoral notes
STAGE 5 Attendance <70%	✓ Follow up Stage 4 steps. ✓ PT Pupil Support should submit a Request for Assistance to either the Attendance Team, Care-Experienced Team or Autism Outreach Team, depending on the needs of the young person. (<75% in the case of a care-experienced young person) ✓ A plan should be opened if there is not one already in place.
STAGE 6 Attendance <60%	✓ If all attempts to improve attendance (as above) have been unsuccessful an agreement should be reached about potential next-steps, which may include consideration of alternative

	educational provision, such as a supported school move, flexi-schooling arrangement or home schooling. ✓ Referral to Social Work for non-attendance.
--	--

APPENDIX 2: ATTENDANCE INTERVENTIONS

Where there are attendance concerns, the following interventions may be used.

- ✓ Interview with young person by PT Pupil Support
- ✓ Phone call to parent/carer to discuss concerns
- ✓ Meeting with parent/carer to agree on next steps
- ✓ Regular check-ins
- ✓ Information sharing with class teachers about difficulties faced (e.g. using an 'It helps me when' document
- ✓ Consider any learning needs/ASfL adjustments
- ✓ Offer of a 'time out' card
- ✓ Offer of a soft start at morning check-in in the Hub, where appropriate
- ✓ Request for Assistance (RfA) to Youth Work support in school
- ✓ RfA to School Nurse
- ✓ RfA to Attendance Team, Care Experienced Team or Autism Outreach
- ✓ Check Young Carer status and consider referral to Young Carers, if appropriate.
- ✓ Consider in-school attendance support from Pupil Support Assistant.
- ✓ Consider alternative curriculum, e.g. work experience for pupils S4-6
- ✓ Consider RfA to Social Work for family support.