



UNCRC - Right to an Education (Article 28)

Attendance at Bothwell Primary School Parent Information

Rationale

Every child of school age has the right to education, as stated in The United Nation's Convention on the Rights of the Child, Article 28.

Children have the right to feel connected to their community and to have opportunities to develop positive relationships with their peers. Poor attendance has an adverse impact on children feeling included. The Scottish Government documents, that in order to feel included in the school community, a child must be:

- (1) **Present**
- (2) Participating
- (3) Achieving
- (4) Supported

One of our key priorities is to ensure that inclusion and equality are at the heart of what we do at Bothwell Primary. Absence from school, whatever the cause, disrupts learning, can have an adverse impact on participation, attainment, peer relationships, health and wellbeing and ultimately positive life outcomes for our children

Importance of Good Attendance

The causes and resultant impact of poor attendance are complex and far reaching. Poor attendance has been linked to lower levels of attainment, difficulties with peer relationships, emotional and behaviour needs and poorer post school outcomes including employment opportunities.

Promoting Good Attendance

Children are more likely to be motivated to attend school when they feel fully included, engaged and involved in the wider life of the school.

Staged Intervention

Early and effective intervention is crucial in supporting attendance at school. Interventions require to be implemented before situations reach crisis point and the potential for re-engagement with school becomes more challenging.

Many issues relating to absence in school can be dealt with quickly and promptly by using 'within' school supports and by ensuring that there are positive relationships in place to support children and their families. When absence from school becomes a more significant concern then the school will follow our staged intervention process.

A staged intervention framework for managing attendance that complements the established model of staged intervention for children with additional support needs, has been developed to assist school staff in effectively promoting good attendance on a whole school basis and at individual level. This ensures that children and their families are included, engaged and involved in addressing attendance issues. Strategies and interventions have been drawn from the breadth of good practice in place across the authority.

Impact of Absence

The cumulative impact of missed days at school can have detrimental and long-lasting consequences and can significantly impact on positive destinations and outcomes for children.

The table below, illustrates the increasing effect of random days missed from school, in any single academic year, and the potential impact on participation and learning.

100 % Attendance	0 Days missed	Gives a child and young person the best chance of success and ensures that their full potential is achieved
95% Attendance	9 Days of Absence 1 week and 4 days learning missed	Is likely to impact significantly on learning and progress which can lead to poorer outcomes in achievement, wellbeing and social and emotional development
90% Attendance	19 days of Absence 3 weeks and 4 days of learning missed	
85% Attendance	27 Days of Absence 5 weeks and 3 days of learning missed Almost half a term missed	
80% Attendance	36 days of Absence 7 weeks and 3 days of learning missed Half of a term missed	
75% Attendance	45 Days of Absence 9 weeks and 1 day of learning missed Almost 1 whole term missed	
<p>If a pupil by the end of S5 has 90% attendance, in aggregate over their school career, they will have the equivalent of:</p> <ul style="list-style-type: none"> • ½ a day off per week • 18 days off per year • 247 days off over their school career of 12 academic years, equivalent to <i>over 1 year</i> of lost education. 		

Managing Authorised Absence

The school may authorise absence when satisfied with the reason provided, usually by the parent/carer or it may be provided by another service which is actively engaged with the child or their family.

Managing Unauthorised Absence

The school will record absence as unauthorised if it is perceived that there is no valid reason for the absence provided.

Family holidays are one of the most common reasons why children are absent from school during term time. Comparative cost is not accepted as a reason for these absences to be authorised. Family holidays during term time are recorded as unauthorised, other than in exceptional circumstances which may include where a parent/carer's employment is of a nature where school holiday leave cannot be accommodated. Such employment may include the armed services, emergency services or professions where parent/carers are required to work away from home for prolonged periods.

For some children, reluctance to attend school can be related to a range of social and emotional issues.

It is essential to identify any underlying causes (home, school or community related) and the school will aim to take corrective action to address these barriers. Pastoral care staff have a key role to play and will forge strong links with partner agencies to strengthen support for children and their families. Assessment of wellbeing and associated multi-agency planning will help to ensure that the right support is offered at the right time.

The school will be pro-active and engage in dialogue as early as possible in a supportive manner with parent/carers to build communication and trust. The school will not wait until absence has reached a trigger which would prompt communication in the form of a letter or phone call with parent/carers to establish the reason/cause of the absence. In the school, we are able to exercise an element of discretion as there may be occasions when the school is aware of the reason for the absence and a letter or call may not be appropriate.

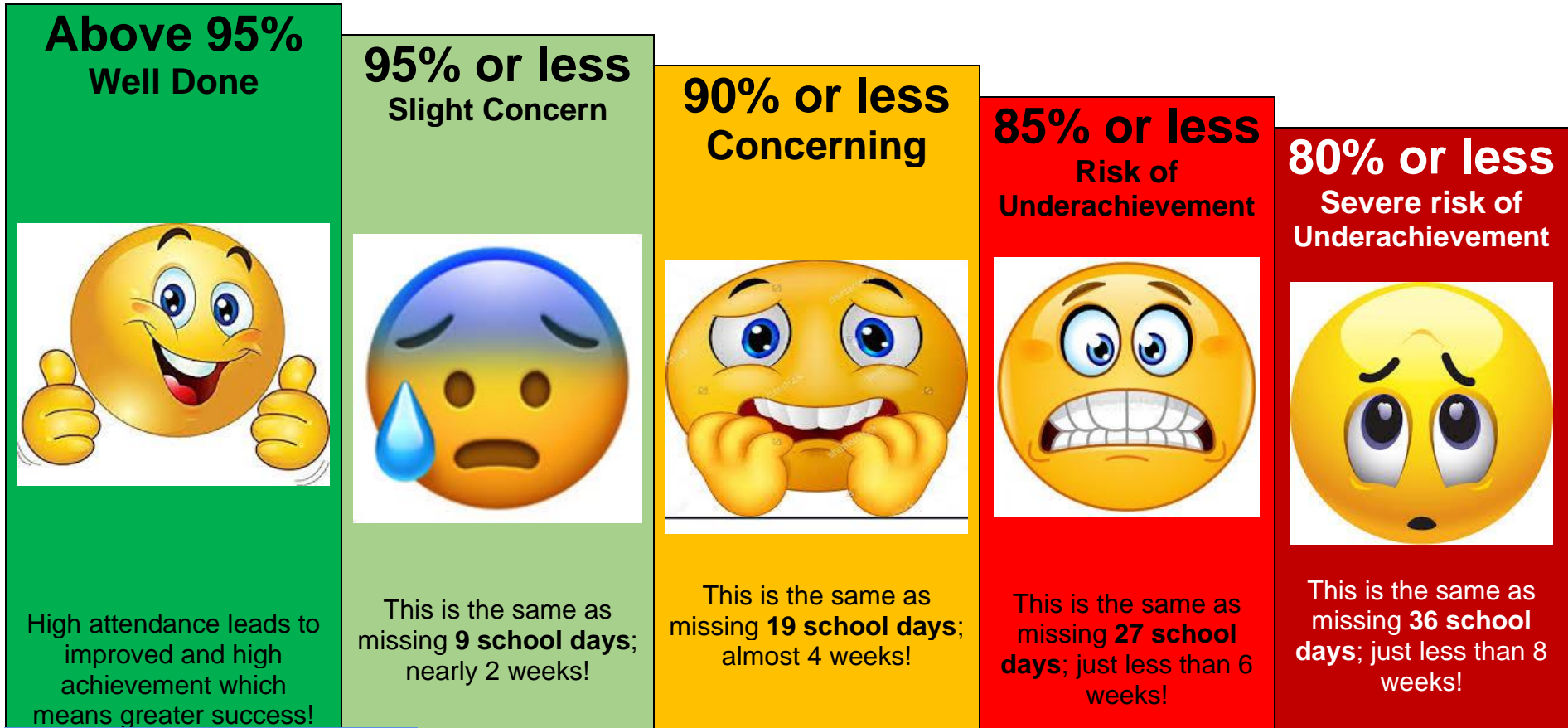
Registration and recording of absences

- The class teacher will monitor the attendance of children in their class.
- Where the teacher is concerned about a child's attendance rate, they shall inform the Senior Leadership Team, who will review the situation.
- On a daily basis, in the event of any child's absence, the office staff will send a text notification to the key contact within **one hour** of the day to establish a reason for the absence, if there has been no contact from the parent/carer.
- If the text has not been responded to, this will be followed up as soon as is reasonably practicable. The school will prioritise contact with parent/carers of children, where those children have a higher level of vulnerability.
- If contact has not been possible and the school has cause for concern then the school may contact the child's emergency contacts or make contact with other agencies involved with the child and/or family.
- There may be occasions when the attendance issue may require to be escalated to the appropriate member of the Senior Leadership Team; Principal Teachers, Depute Head Teacher, Head Teacher or outwith the school to Senior Manager Pupil Support. This escalation involves liaison with the child and their parent/carer, members of staff, members of the multi-agency team and associated partner agencies and all associated administration.

November 2022



WHAT IS YOUR ATTENDANCE?



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