



Joy Kindness Respect Honesty

Castleview Promoting and Managing Attendance Strategy

'Whilst both the causes and the impact of poor attendance are known to be complex and multifaceted, research demonstrates the potential impact that poor attendance can have. Poor attendance has been linked to lower levels of attainment; peer relationships; emotional and behavioural difficulties and poorer employment opportunities'.

Scottish Government - Included, engaged and involved part 1: promoting and managing school attendance, 2021)

Key Aim of this strategy:

- To ensure children are in school and able to access learning
- To ensure universal, targeted and intense attendance supports are in place
- To ensure all staff understand their role in improving attendance
- To ensure there are clear and consistent steps to supporting attendance
- To raise attainment and achievement in the Craigmillar Community

Rationale:

Although high quality Teaching and Learning alongside positive relationships is key to raising attainment, none of this can happen unless a child is present in school. For a variety and sometimes complex reasons for some learners, coming to school can be difficult. There may be Additional support Needs, family needs or Adverse Childhood Experiences creating a barrier.

Poor attendance has been linked to lower levels of attainment; poor peer relationships; emotional and behavioural difficulties and poorer employment opportunities. Some initial studies have indicated that missing 10% of schooling (equivalent of 4 weeks) over the course of a year can impact on attainment.

Low levels of attendance can also be linked to how connected children and young people feel to their school community. If children don't attend school regularly, they may naturally find friendships hard as they have missed things and children move on. This impacts on their emotional wellbeing.

Our staff team including; Pupil Support Assistants, Early Years Practitioners, Senior Early Years Officer, Pupils Support Officers, Class Teachers, Senior Leadership Team and Admin Team have a role in ensuring our pupils are in school and accessing learning opportunities. There is an expectation that all staff play their part in ensuring all children are in school, happy, relaxed and ready to learn. Wider City of Edinburgh Council (CEC) staff also have a responsibility to support our children's school attendance.

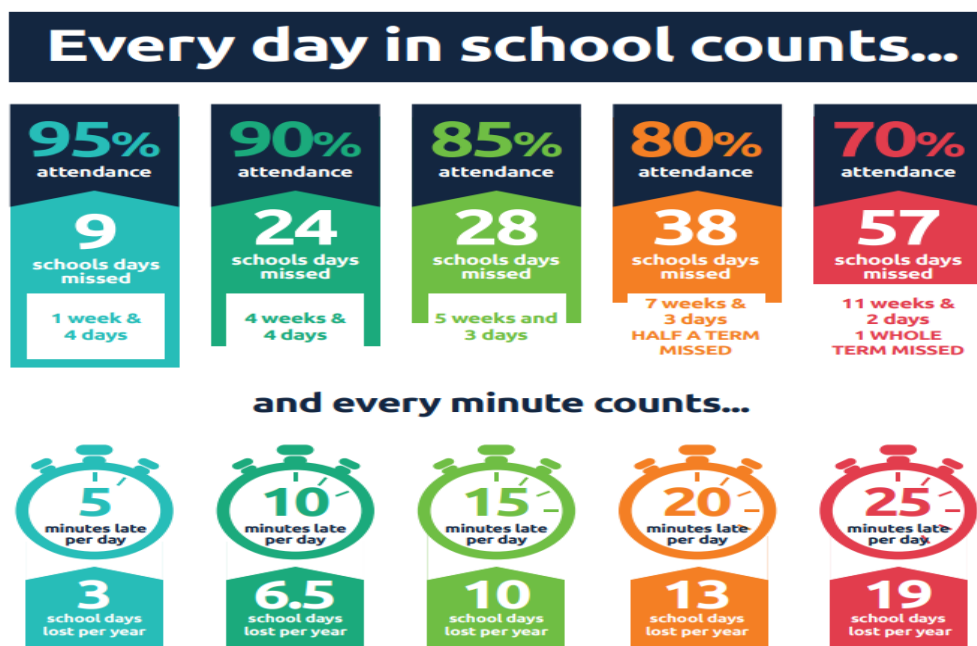
This strategy is written in line with CEC attendance policy – Edinburgh Learns: Maximising School Attendance and Education Wellbeing Service Handbook and the Emotional Based School Non-Attendance toolkit. CEC School Attendance check-list is included below (**see appendices**).

Attendance data – Full year %

We consider and speak about attendance in terms percentage but when a pupils attendance begins to fall, we shift this to speak about days and weeks missed to give a clear understanding to all involved. Below is a table that shows examples of end of year attendance percentages and the actual amount of school days missed.

October 2024

We are delighted to have launched the new Edinburgh Learns: Maximising School Attendance Policy. We will be working in partnership with the new Education Wellbeing Service to help improve children's school attendance and ensure families are being supported with this.



Rights, Roles and Responsibilities including details of Universal, Targeted and Intense Attendance Supports

Our Role(s)	Our Responsibility
All Our Staff including AMEY team	<ul style="list-style-type: none"> • Create a nurturing safe environment – children need to want to come to school! • Build relationships with families so effective support can take place • Reinforce importance of coming to school and being on time. • Noticing if pupils are absent, missing activities or late. • Never ask a child publicly why they have not been in school or why they are late. There may be a reason for this that the child would feel embarrassed or singled out in saying. • Never make any comment to the child that attendance and late-coming is 'their fault'. • Alert Inform School Senior Leaders about any children they may see in the local area during school time or children who are regularly seen 'hanging around' in the school playground.

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<p>Our School Admin / Our Office Staff</p>	<ul style="list-style-type: none"> • Warmly welcoming our pupils when arriving late, sympathetically asking for a reason, if appropriate to see if any support is needed. • Inform school leadership team, where appropriate. • Communicating with families to confirm the whereabouts of pupils as part of completion of the daily registration processes. • Updating SEEMIS with TBC / Medical / Absence information • Produce weekly attendance reports for DHTs with attendance responsibility • Action CEC Unexplained pupil absence in Primary School (see appendices) • Follow up phone calls or emails to identified parents and update registers as required. This will be done by 9.30am each school day. • Complete daily attendance tracker. • Inform class-based staff. • Communicate with PSOs doing walking bus. • Secure breakfast club spaces
<p>Our Teachers & Our Class based staff</p>	<ul style="list-style-type: none"> • Create a safe and nurturing soft start time for pupils from 8:40-9am. • Accurately recording pupil absence and late-coming on registers by 9.00am each morning and after lunch by 1.20pm. • Having learner voice centre of learning and ensure pupils have the opportunity to talk privately if they wish to and so they have a voice to shape the learning and teaching. • Discussing attendance with parents and carers, where appropriate, in relation to progress in learning. • Inform school Senior Leaders of any patterns of attendance or late-coming, especially if this is new or out of character. • Complete a WBC form when attendance falls below 85% or there are emerging attendance patterns/concerns.
<p>DHTs with Attendance responsibility</p>	<ul style="list-style-type: none"> • Follow the staged intervention guidance as part of the new Edinburgh Learns: Maximising School attendance policy and guidance. • Review attendance tracker weekly (87.5% or below) and colour code red for decreasing and green for improving. • Input agreed actions on to the tracker and share with relevant staff. • Weekly Individual tracker in place for all CE pupils including current LAC pupils to monitor and share any actions with team around child. • Review and assign relevant actions for 90 – 91% tracker and instruct admin team to send alert message to families making them aware and offering support • Share stage attendance update for each stage monthly with relevant teams. • Ensure Attendance Summaries for all pupils are sent home termly (October Parent Consultations, Learner’s Update in November, February Parent Consultation and End of Year School Report). • Sharing the importance of good attendance regularly with parents in school newsletters, school website and parental events.

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	<ul style="list-style-type: none"> • Constructively inform, communicate and discuss with families about the reasons for absence or late-coming and how the school and partner agencies may be able to help them. • Carry out home visits for our most vulnerable pupils who are struggling to attend school due to emotional based school avoidance if appropriate. • Communicate 'trigger' letters/exchanges to families below 90% attendance. (see appendices) • Complete WBC forms for persistent pupils below 85% following attendance support meetings and share with team around the child/family. • Invite families to attend an Attendance Support Meeting should attendance concerns persist. • Inform partner agencies involved in team around the child of attendance concerns. • Complete referrals to the reporter/ social care direct if appropriate.
PSOs	<ul style="list-style-type: none"> • Attendance concerns discussed at fortnightly PSO meeting with DHT • Walking bus reviewed fortnightly at PSO meeting • Pick pupils up daily who are part of our walking bus
Education Wellbeing Service (EWS)	<ul style="list-style-type: none"> • The Education Wellbeing Service will support schools with implementation of the maximising attendance policy, will work directly with schools and partner services as part of locality teams and will provide whole-family support to promote wellbeing and maximise school attendance through: • EWS can offer a 6-8 week block of targeted support to children, young people and their families to address barriers relating to their wellbeing as part of GIRFEC planning. This would be a voluntary arrangement and the family must agree to engage in support prior. Individual support will be tailored to the families needs, however the key themes EWS can support are pupil voice, relationships attendance, signposting, building resilience and routines.
Local Authority	<ul style="list-style-type: none"> • To give a high priority to punctuality and attendance. • To develop procedures that enable our school to identify, follow up and record authorised and unauthorised absence, patterns of absence with effective monitoring and intervention. • To consistently record absence within the guidance of <i>The Education (Scotland Act (2016)</i> and City of Edinburgh Council procedures. • To develop a range of strategies to follow up intermittent and long-term absenteeism and promote good attendance. • To encourage supportive and constructive communication between home and school.

Daily Register Procedure

- School starts at 8.40am
- Daily soft start 08:40 – 09:00am
- Class teachers register pupils on Seemis in the classroom till 9am
- Lateness is classed as any child arriving after the playground doors are closed at 9 am
- All children arriving after 9am must report to the school office.
- Follow up attendance calls will be completed by the school office by 9.30am each school day.
- Any child arriving after 9am will be recorded as late on Seemis.

- Lateness is monitored by the attendance DHTs and if consistent the Attendance DHTs will communicate with Parents and Carers as they know the circumstances of each family very well.
- After lunch class teachers update Seemis attendance to ensure all children are safe in the school and learning

Parental Involvement

Our Castleview families responded well to our soft start time from 8:40am-9am and have asked if this can stay, which we have listened to. Our pupils can come to school between 8:40 and 9am where they have time to have a bagel, catch up with their teacher and peers and also prepare for the day ahead. They are then far more ready to access their learning after the register. This has also been beneficial for our parents and carers who have had previous anxieties surrounding the 'morning rush.'

We also offer a breakfast club for our families that need to drop off their pupils before 8:30am.

We will always support our parents and carers without judgement. When we notice a child's attendance is decreasing, we will have a check-in conversation with the family and ask them what we can do to help. If further support is necessary, then we will have an attendance support meeting. Our parents are far more likely to engage with this if we check in with them early.

School pickups – Our Waking Bus

Each morning our PSOs can collect a number of pupils as part of our Walking Bus. These pupils are either recommended/targeted by us to help improve attendance and overall wellbeing or because their parents have reached out to us to ask for support in getting their child to school. Our walking bus has also included CE and YC pupils. The feedback we have received from pupils is that they enjoy walking together as a group as they get more opportunities to talk to their friends. Our parents are also grateful that we are able to offer this to them. This routine provides a positive, sociable and healthy start to their day. We currently have four staff available to support our waking bus.

Part-time Timetables

For our pupils who are not managing a full day for various personal reasons and their attendance has been impacted by this, we have created part-time timetables that are built around the best interests of the child in line with a strengths-based approach to maximise engagement. These are monitored closely (at least every 6 weeks) and adapted with the consent of their families. Creating these bespoke timetables has increased the attendance for these pupils. They have a structured, regular routine which makes them want to come to school.

DHT Wellbeing Lead monitors all part-time timetables and an overview document is in place ensuring part-time checklists, safety checks, online forms and SEEMIS is correctly recorded, completed and updated. We follow Edinburgh Learns: Maximising School Attendance Part-time timetables flowchart.

Improving Attendance

The school will not let attendance become a barrier to children achieving and attaining. There is a clear system in place to monitor attendance and to support families where pupil

attendance begins to fall. Early intervention is the most effective way of preventing a learners attendance dropping. **(Please see the Improving Attendance in appendices.)**

School Absence Requests

All families requesting absences due to exceptional circumstances are asked to complete relevant forms as stated in Edinburgh Learns: Maximising School Attendance policy.

For absences 10 days or less, school can authorise when we are satisfied that there is a legitimate reason for the request. For requests which are more than 10 days. The Absence Request Due to Exceptional Circumstances form must be completed and submitted to the Education Wellbeing Service Team Leader: ewsmailbox@ea.edin.sch.uk

Children Missing in Education (CME)

We follow guidance detailed in Edinburgh Learns: Maximising School Attendance for CME



[Edinburgh Learns Maximising Attendance Policy.pdf](#)

Monitoring and Evaluating

This strategy will be regularly reviewed to ensure it is having an impact. The school will review the City of Edinburgh monthly data and analyse this and compare with comparator schools. Attendance updates and self-evaluation of this strategy will be ongoing and will be shared at staff meetings and Friends of Castleview meetings.

Associated Documents

[Edinburgh Learns Maximising Attendance Policy](#)

[EBSNA toolkit final.pdf](#)

<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2019/06/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/documents/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/govscot%3Adocument/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools.pdf>

Appendices

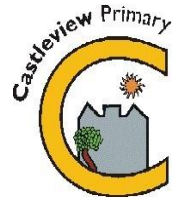
Policy Checklist

Attendance and absence are recorded per half day session in primary and period by period in secondary, including the attendance of pupils who are late.	
There is a system to monitor attendance in every period and absence "hotspots" effectively. (Secondary)	
Information recorded is followed up immediately to ensure pupils are safe and well	
System in place to contact parents or carers as soon as an absence is noted at key points in the school day to help ensure that immediate action can be taken to find any pupils 'missing' from school. If attempts to contact the parent are unsuccessful then emergency contacts are used.	
The SEEMIS system is effectively used to record absence.	
Social Work are notified immediately by telephone of the absence of any child who is on the Council's Child Protection Register. It will be for the Duty or case Social Worker to decide on the required subsequent course of action and to inform the school of that decision.	
School are aware of early signs of concern which may lead to absenteeism and allow preventative support to be arranged.	
GIRFEC child planning is effectively identify and address barriers to attendance.	
School staff develop positive relationships with pupils and parents to ensure difficulties are discussed and resolved. There is a collaborative approach with families in line with local GIRFEC approaches.	
There is a whole school approach to positive relationships and the 4 R's including approaches to promote equity and value diversity.	

School attendance reminder for parents and carers

Joy Kindness Respect Honesty

School Attendance Reminder



School attendance is so important. Poor attendance has a huge negative impact on attainment for children and young people.

Poor attendance has been linked to lower levels of attainment; poor peer relationships; emotional and behavioural difficulties and poorer employment opportunities. Some initial studies have indicated that missing 10% of schooling (equivalent of 4 weeks) over the course of a year can impact on attainment.

Low levels of attendance can also be linked to how connected children and young people feel to their school community. If children don't attend school regularly they may naturally find friendships hard as they have missed things and children move on. This impacts on their emotional wellbeing.

When talking about attendance we often get lost in the percentage figure showing how much your child has been in school. It is important to understand how that can be turned into how much real time your child has missed.



We know it can be very hard sometimes for you or your child to come to school for a variety of reasons. As usual we are not here to judge on that but only want to help. **It is essential when pupils are absent that we know the reason for this as soon as possible.** This can be done through phoning our school office on **0131 6616429** and pressing **option one** to leave a voicemail on the absence line. Please ensure you do this before 9am. Alternatively, you can email **admin@castleview.edin.sch.uk** or respond to the absence text that will be sent out. If your child is absent for more than one day, **please keep the school office updated. If the phones are busy in the morning, please leave a voicemail.**

We have a duty of care to let you know when your child's attendance is falling. You will be sent an Attendance text message when your child's attendance falls between 90 and 91%. You might receive a check-in phone call or letter to discuss your child's attendance if it falls below 85% or there are clear attendance patterns such as Friday absences or repeated lateness. A Wellbeing Concern form will also be completed if it falls consistently below 85% which will be discussed with you at an Attendance Support Meeting. This meeting is an opportunity to discuss the concerns and identify if further supports are needed.

If there are persistent attendance concerns then with your consent a referral can be made to the Education Wellbeing Service for short-term intervention support to help get pupil's attendance back on track and ensure the correct supports are in place for the family.

Please speak to any school staff member you feel comfortable with if you want any help with getting your child to school. We have our very own walking bus where your child can be collected from their doorstep each morning, please let the school office know if you would like your child to join. Feedback from the pupils who are currently part of this say they really enjoy the walking bus as it gives them another opportunity to talk to their peers on the walk to school.

Most importantly remember Castleview is a happy place. All the staff will look after and care for your child if they are anxious about coming into school. We will also take time to call you if needed to let you know your child has settled. We do not want you worrying all day. Our soft start from 08:40am until 9:00am means there is a very gentle soft start to the day and our Bagel Bar is offered to everyone who requires breakfast. If your child is late because they have slept in, we would much rather they came in later than did not come in at all. Let's keep doing what we do best and work together to help each other.



Attendance Concern Letter



The City of Edinburgh Council

**Castleview Primary School
2D Greendykes Road
Edinburgh
EH16 4DP**

Tel: 0131 661 6429

Head Teacher: Clare Langley

E mail – admin@castleview.edin.sch.uk

Website – www.castleview.edin.sch.uk

Dear Parent/Carer,

**ATTENDANCE CONCERN –
Attendance Below 85%**

We are concerned that your child's attendance is currently sitting at less than the 85% threshold. We have a duty to make you aware when your child's attendance is dropping.

It is essential when pupils are absent that we know the reason for this as soon as possible. This can be done through phoning our school office on the number above and pressing option one to leave a voicemail on the absence line. Please ensure you do this before 9am. Alternatively, you can respond to the absence text that will be sent out. If your child is absent for more than one day, **please keep school office updated- daily.**

If you are experiencing difficulties in supporting your child's attendance or punctuality, please let us know as we would like to help. We also offer a walking bus service, where we can come and pick up your child daily.

Please scan QR code below acknowledging receipt of this letter or phone the school office on 0131 6619493.

Yours Sincerely

Clare Langley
Head Teacher



Attendance Pattern Letter

The City of Edinburgh Council
Castleview Primary School
2D Greendykes Road
Edinburgh
EH16 4DP
Tel: 0131 661 6429 Fax: 0131 661 9493
Head Teacher- Miss Clare Langley
E mail – admin@castleview.edin.sch.uk
Website – www.castleview.edin.sch.uk



Dear Parent/Carer,

ATTENDANCE CONCERN – *Friday Absence Pattern*

We are concerned that your child's attendance is showing a ***** absence pattern. We have a duty to make you aware when your child's attendance is dropping. Fridays are an incredibly important part of your child's week.

It is essential when pupils are absent that we know the reason for this as soon as possible. This can be done through phoning our school office on the number above and pressing **option one** to leave a voicemail on the absence line. Please ensure you do this before 9am. Alternatively, you can respond to the absence text that will be sent out. If your child is absent for more than one day, **please keep school office updated- daily.**

If you are experiencing difficulties in supporting your child's attendance or punctuality, please let us know as we would like to help. We also offer a walking bus service, where we can come and pick up your child daily.

Please scan QR code below acknowledging receipt of this letter or phone the school office on 0131 661 6429

Yours Sincerely

Clare Langley
Head Teacher

