


## ►► Education Procedure Manual 3/39/G01

# PROMOTING ATTENDANCE: GUIDANCE FOR EDUCATION EMPLOYEES



FOR TEACHERS AND  
EMPLOYEES ON SCOTTISH  
NEGOTIATING COMMITTEE  
FOR TEACHERS (SNCT)  
CONDITIONS OF SERVICE

EFFECTIVE FROM: DECEMBER 2023

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## Version Control History

Version No.	Effective Date	Details of change from previous version	Date Approved	New version no.
n/a	2012	Updated Guidance document to support Procedure Manual 3/39	08/12/23	1.0

## GDPR Statement

East Dunbartonshire Council holds, uses and processes information in accordance with the General Data Protection Regulations and all other relevant national data protection laws. Further information detailing how East Dunbartonshire holds and uses personal information and copies of privacy notices used throughout the Council are available on our website.

## Policy Review Statement

This policy will be reviewed in line with:

- Legislative Change
- Changes to SNCT National Conditions of Service
- Other external factors
- Feedback on the effectiveness of the policy
- Requests for review by Elected Members, Trade Unions and/or Management.

# 1. Introduction

- 1.1 East Dunbartonshire Council recognises that excellent attendance is a key element which contributes to educational success. The Council already has very good rates of attendance in its schools and centres. The guidance is intended to promote excellent attendance for all children and young people in Council schools and centres. It provides information for East Dunbartonshire Council education practitioners who work with children and young people in schools and centres. The guidance is focused on promoting excellent attendance at universal, targeted support and intervention, and enhanced intervention for those who find it difficult to attend.

# 2. Scope

- 2.1 This Guidance document is in support of Procedure Manual 3/39 “Managing Un-notified Absences of Children in East Dunbartonshire Educational Establishments (Including Early Years Private, Voluntary, and Independent Funded Providers)”, and applies to all associated employees.

## 3. Context

- 3.1 Within Scotland, the absence rate (authorised and unauthorised) for all students was 92% in 2021/2022. Attendance falls to 89.4% for pupils with additional support needs (ASN) and 88.7% for those who live within the lowest 20% of SIMD areas.

The Scottish Government emphasises the need for schools to support attendance for all and create appropriate support for those who find attending school a challenge.

Attendance is defined as the “*participation in a programme of educational activities arranged and agreed by the school*” ([Included, Engaged and Involved: Part 1](#)).

Engaging in school and in learning is crucial to ensure that children and young people meet their full potential.

Attendance Percentage	Number of Days Missed over an Academic Year	Further Information
95%	9 Days	Attendance at or above this level gives a learner the best chance of success.  Scottish National Average = 92% East Dunbartonshire Average = 94.3%
90%	19 Days	Attendance at this level leads to less chance of success.  Data shows that learners missing this much school could drop a whole grade in secondary
80-85%	27-36 Days	Attendance at this level has serious implications for learning and progress.

- 3.2 There are a key rights, duties and legal obligations in relation to attendance as outlined in ‘[Included, Engaged and Involved \(Part 1\)](#)’. These are set out below:

- 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 families 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 an inclusive ethos and culture that promotes good attendance. Attendance should not be considered in isolation.

## 4. Terminology



Figure 1: Typical Terminology used for pupil non-attendance at school

- 4.1 There are many terms to describe children and young people who have difficulties attending school which often lead to significant absence (e.g., see Figure 1). School attendance difficulties are varied both in their presentation and in the reasons for the difficulty. They do not just necessarily include being absent from school but can also include behaviours which lead to later absence.
- 4.2 School attendance difficulties can also include:
  - verbal reluctance
  - regular late coming
  - regularly leaving class(es) or the building
  - showing separation anxiety
- 4.3 One of the most widely used terms is ‘school refusal’ which refers to problematic reluctance or refusal to attend school. ‘Truancy’ is seen as school absence without family permission or awareness. School exclusion is absence where it is the school or establishment have made the decision for the child or young person to not attend. ‘School withdrawal’ is where the families make this decision. Definitions of ‘school refusal’ may or may not include these other reasons for school non-attendance.
- 4.4 More recently there has been a move to the term ‘emotionally based school avoidance’ (EBSA). EBSA is conceptualised as an umbrella term, referring to children and young people who have significant difficulty attending school because of emotional factors, which often results in extended school absences. This definition distinguishes EBSA from truancy. EBSA is the preferred term as ‘school refuser’ is perceived to position the problem as within the child, implying that they have control of the non-attendance, and this therefore de-emphasises environmental or contextual factors.
- 4.5 This guidance uses the term EBSA, or shortened to school avoidance, to recognise the widest range of factors underpinning the difficulties children and young people have in attending and engaging with school.

## 5. Impact of and Reasons for School Avoidance

- 5.1 Recent research suggests that rates of school avoidance could be around 4%, which equates to approximately one child per class being absent on any one day.
- 5.2 School avoidance is associated with many negative outcomes for children and young people. It is a risk factor for self-harm, suicidal ideation, risky behaviour and substance use. It is also predictive of lower academic achievement, school dropout and future underemployment. School avoidance also had a wider impact, increasing stress for families/carers and education staff.
- 5.3 The reasons behind school avoidance are complex and often involve multiple factors. Examples of common risk factors can be seen in Figure 2, below.

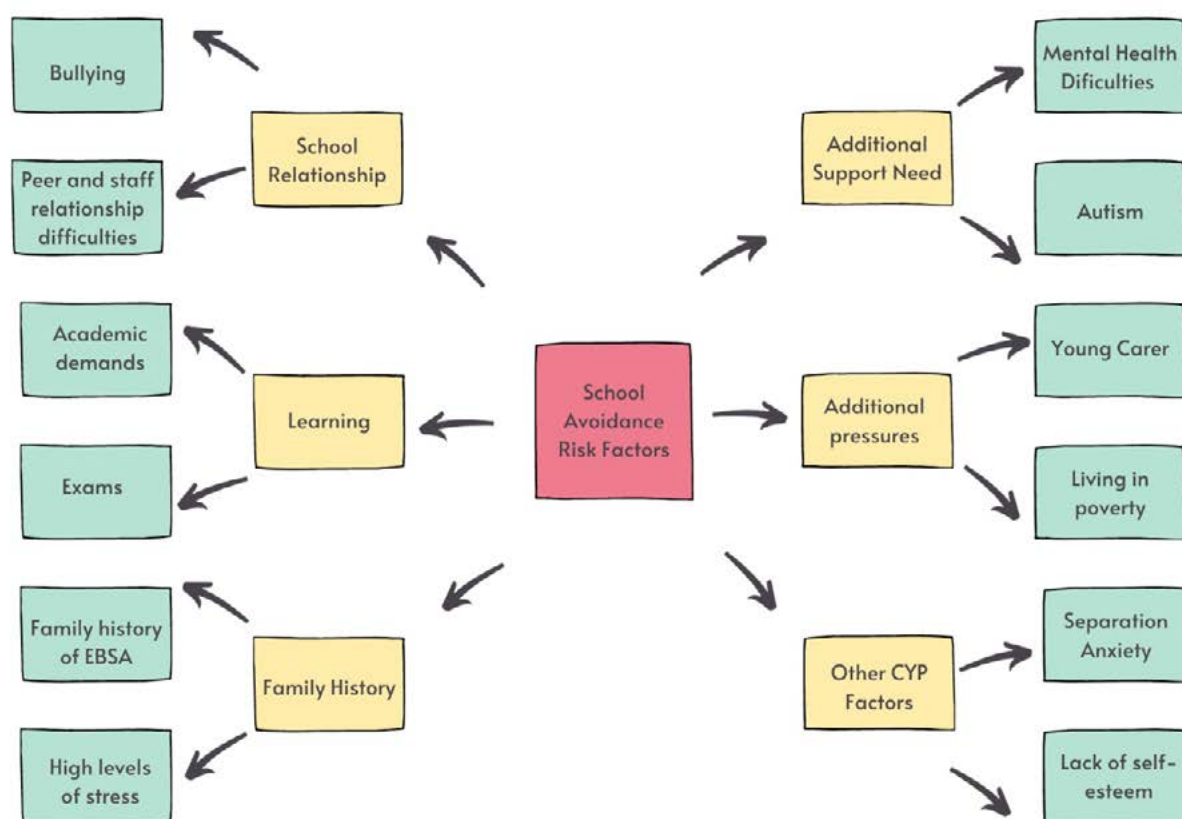


Figure 2: Examples Of Common Risk Factors



- 5.4 Higher rates of absence have also been found in children and young people with ASN. There is research which shows higher levels of school avoidance in children who are autistic, have mental health issues and those with social emotional behavioural needs. Anxiety is commonly associated with school avoidance, while depression is also common. This link may be due to a more activated stress response system and fear dysregulation, which leads to school avoidance. Approximately 75% of children and young people with Separation Anxiety Disorder (SAD) display school avoidance. Separation Anxiety Disorder is an excessive fear or distress when separated from a specific attachment figure or home.
- 5.5 There is a gap in attendance rates between the 20% most deprived (92.4%) and 20% least deprived (96.4%). 'Cost of the School Day' is an important factor to consider although it is not the only risk factor associated with children and young people living in poverty. Bullying has also been shown to be correlated with school avoidance. Bullying is defined as repeated victimization through verbal, physical or cyber means or social exclusion. As with school avoidance, bullying has been linked to anxiety and depression. Around one third of school-avoiding young people report experiencing bullying with a direct link between the two being identified in both primary and secondary students.
- 5.6 While there are many risk factors for EBSA, it is also important to consider areas of strength and resilience (e.g., See Figure 3). This can help to promote attendance for a child or young person and can be used to help develop strategies to support them.

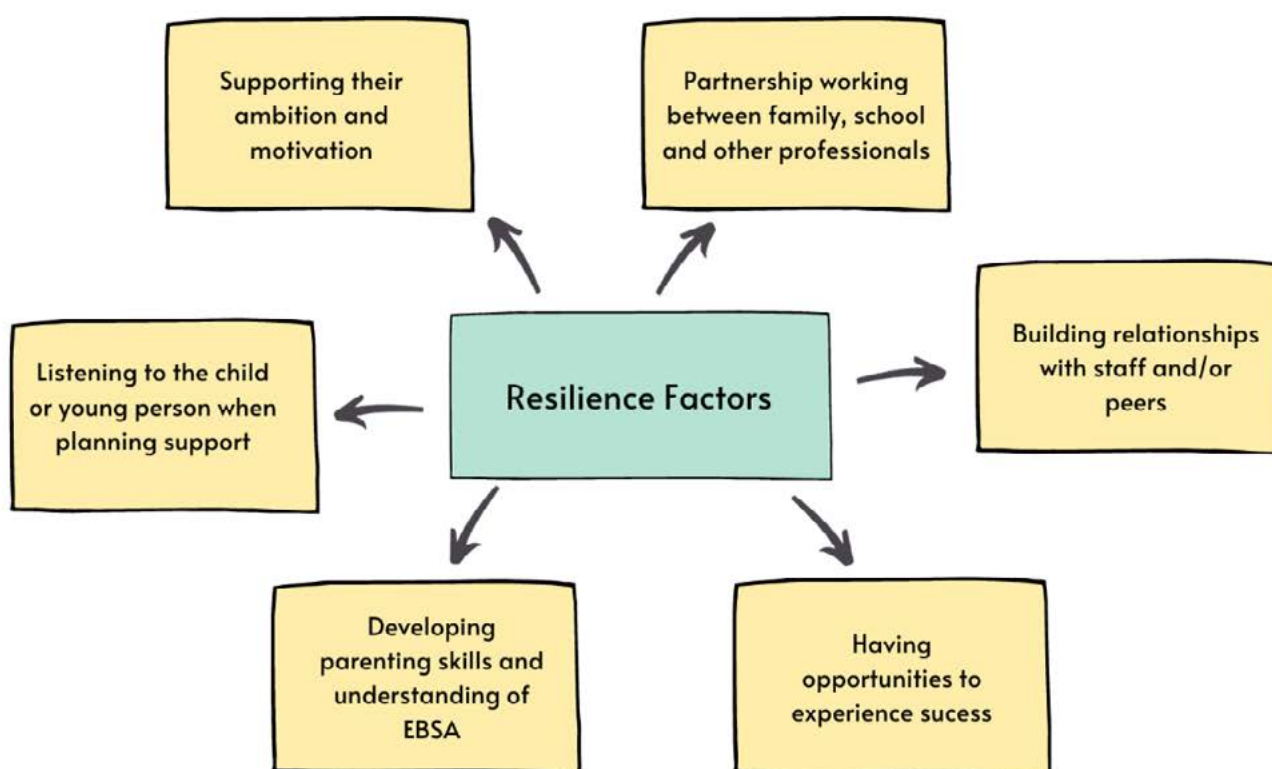


Figure 3: Resilience Factors



## 6. Ways of Thinking About School Attendance Difficulties

“School attendance issues cannot easily be separated from the relationships, behaviours and wellbeing of the pupils and wider school community and it is important that schools view the promotion of attendance in this context.” [Included, Involved and Engaged \(Part 1\)](#).

- 6.1 One way of thinking about school attendance difficulties is categorizing school avoidance by the reasons for it, rather than the expression of the behaviour or a diagnosis. It has been identified that factors which influenced school attendance could be grouped into ‘**push**’ and ‘**pull**’, by either negatively reinforcing or positively enforcing school avoidance, respectively (See Figure 4).

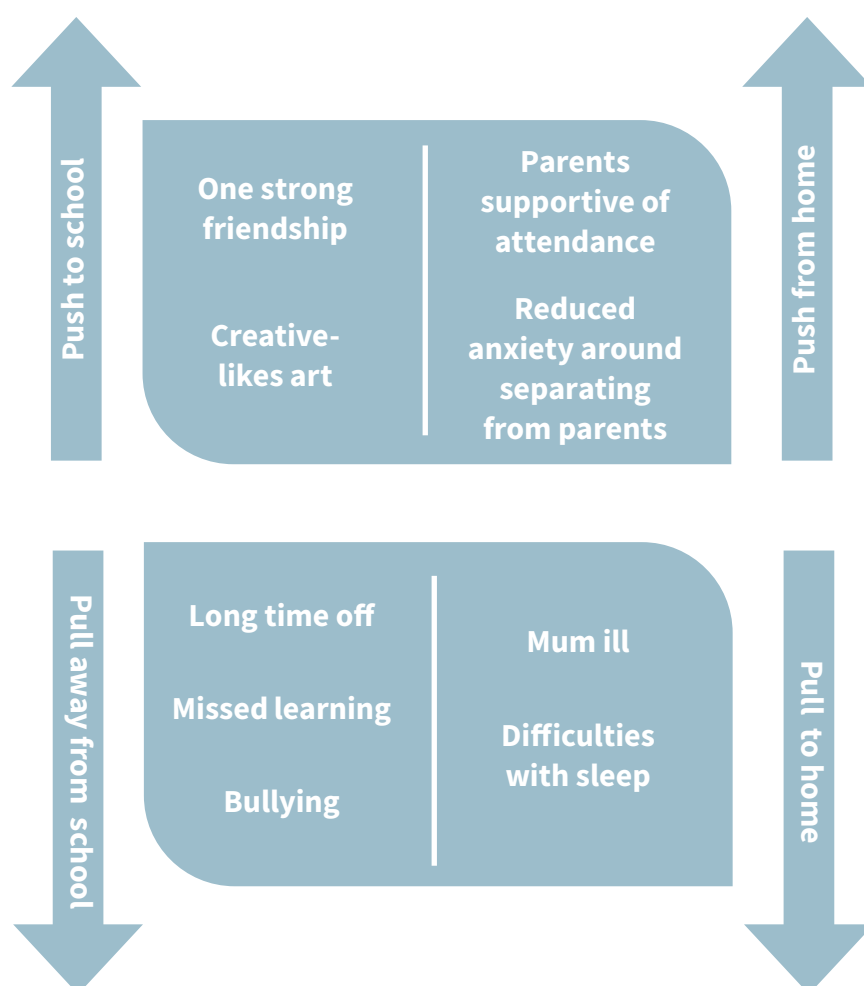


Figure 4: 'Pull' and 'Push' Factors affecting Attendance

6.2 In studies, four main functions of school avoidance were identified:

Type	Function	Information
<b>Negatively Reinforcing</b>	Avoiding school related factors	School avoidance due to uncomfortable feelings linked to school factors. Often linked to transitions or the school environment. Can be linked to generalized anxiety and complaints about physical illness. More likely to be expressed through verbal reluctance and lateness.
	Avoiding social and academic situations	EBSA with function of avoiding social or evaluative situations within school. Can be to avoid interacting with peers or academic work. Associated with generalized anxiety as well as social anxiety.
<b>Positively reinforcing</b>	Attention needing	School avoidance acts to reduce separation anxiety or to gain attention from significant other(s).
	Outside reinforcers	School avoidance to pursue reinforcers outside of school. Most linked to truancy.

6.3 This can be a helpful way to think about the core of the difficulty and to help guide supports which may best help. Often these factors interact and occur simultaneously. It is also important to remember that while this model focuses on the reasons for the child or young person, wider factors impact upon this, often in reciprocal ways. These factors include more immediate contexts such as school and home, as well as wider, less direct contexts such as socio-cultural influences and government policies.

6.4 This demonstrates the complexity of the factors surrounding attendance difficulties and why it can often be a challenge to improve. However, thinking about the wider context and bigger picture for a child or young person as well as the particular issues for that individual or their immediate context, can identify new areas of support.

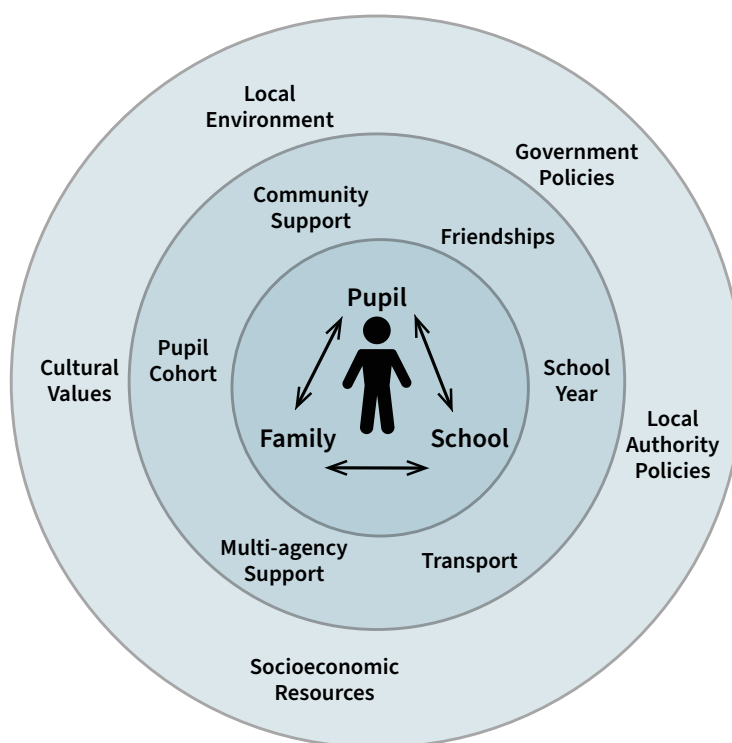


Figure 5: Factors Surrounding Attendance Difficulties

## 7. Parent, Family or Carer Roles and Responsibilities

- 7.1 All children have the right to an education until the age of at least 16, and evidence indicates that education brings a wide range of benefits to children. Families have a considerable influence on the development of their children, and it is their legal responsibility to ensure that their child is educated.
- 7.2 Parents, Family Members and Carers have a duty of care to notify the school or centre when their child will be absent and the reasons for this. There are times children may not be able to attend school, for example if they are ill, their family is taking them to visit a country of origin for cultural reasons, or there has been a bereavement in the family. Where families have informed the school and there is an agreed valid reason this is called an 'authorised absence.'
- 7.3 Occasionally children may need additional support to attend school regularly, for example if a child is very anxious or their family is experiencing changes or stress. All those who work with children in schools have a duty to make sure children feel safe, secure, listened to and supported. If the family has a concern about their child's school experience and ability to attend school, they are encouraged to contact a member of staff in the school who will be able to discuss options to support their child and family. If they need support to do so, they can ask a family member or friend to help or contact one of the agencies in Form 3/39/F03, Resources for Families, Children and Young People ([Appendix 1](#)). In most cases families and school staff working together can help ensure a child is able to improve their attendance and access education.
- 7.4 In rare cases where a child is not attending school regularly despite all education's efforts to work with families, further legal action may be taken, for example a referral to the children's reporter or an attendance order. This is to ensure families are meeting their legal duty and ensure their child's attendance. Families also have a range of further options if they feel they are not receiving enough support to help their child attend school. In these instances, it might be helpful for them to speak to one of the agencies listed in [Appendix 1](#).

## 8. East Dunbartonshire Council Approach to Promoting Attendance

- 8.1 The school or educational context is one of several interacting factors that can affect children's attendance (along with individual characteristics, family factors and the wider context). The Council is committed to promoting children's rights as set out in the [United Nations Convention on the Rights of the Child \(UNCRC\)](#). In line with the UNCRC, the Council is committed to ensuring that children and young people are safe in school.
- 8.2 Children's attendance at school is supported by a consistent focus throughout the Authority on building a positive and supportive ethos and culture based on nurturing relationships. The Authority has recently developed a Relationships Framework (2023) and all schools have their own related policies. The Nurture Strategy for Education (2021) provides support and guidance around developing whole school nurture. The nurture principles (see Figure 6) underpin effective practice in supporting attendance. All schools continue to support reducing the 'Cost of the School Day' to ensure there are no financial barriers to prevent pupils attending school.
- 8.3 The Mental Health Strategy for Education (2021) focuses on: promoting a positive and nurturing ethos, building resilience in children and young people, and responding confidently to children and young people who experience mental health issues. The Mental Health Strategy includes a simple audit framework to encourage schools to evaluate the main mental health and wellbeing issues within their school and to develop an action plan within their school improvement plan for that session. This can include supporting attendance at school. In light of the links between bullying and school non-attendance, the Council has recently reviewed its anti-bullying policy (PM 3/34, Anti-Bullying Policy and Guidance). Each school has its own anti-bullying policy which supports the creation and maintenance of a safe environment for all children. These Authority wide approaches support schools to be safe and positive places for children and young people to attend.
- 8.4 There are a range of resources available to support children and young people who find it difficult to attend school regularly. Schools can receive input with their plans to support attendance on an individual child or family basis or at whole school level, from the ASN Team and the Educational Psychology Service.



Figure 6: The Six Nurture Principles

## 9. Whole School Approaches to Promoting Attendance

- 9.1 The Council's approach to promoting attendance is part of a wider ethos of nurturing, inclusive and trauma-informed education. School ethos and connectedness have a significant impact on school attendance. The Council continues to have one of the highest levels of school attendance in Scotland, however, attendance problems arise across all educational establishments. While some children and young people may need individualised support, this is less likely to be effective if the whole context is not considered and whole-establishment changes made.
- 9.2 Key Principles for promoting whole-school attendance:
- Establishments have a supportive, nurturing ethos built upon GIRFEC principles and positive relationships.
  - Establishments focus on creating an inclusive school community that promotes the value of good attendance.
  - Children, young people and family/carer views are heard and form part of planning and interventions.
  - Clear processes and procedures are in place to monitor attendance and ensure the safety of children and young people in light of unexplained absence.
  - Establishments intervene early with emerging non-attendance and implement appropriate supports and strategies.
  - Establishments take part in self-evaluation to ensure promoting attendance is an ongoing part of improvement plans.

## 10. Early Intervention

- 10.1 Attendance difficulties should be addressed as early as possible. The longer the patterns of non-attendance, lateness, or low engagement continue, the more challenging these are to improve.
- 10.2 While secondary schools tend to have the highest levels of school avoidance, often these behaviours and patterns can be seen in primary or nursery. When addressing attendance difficulties, it is important to consider the wider family/home context. Lack of family engagement or connectedness with the school can impact on a child or young person's attendance and views of school.
- 10.3 Attendance difficulties can be generational, with some families having had negative or punitive experiences of education themselves. There also may be misperceptions about how attendance difficulties will be approached, for example, families may think they may be fined or admonished for their child's non-attendance.
- 10.4 It is important to highlight to families the value of accurately reporting reasons for absence i.e., reporting school avoidance rather than illness. Attendance letters and Promoting Attendance Leaflets may provide initial information for families and begin the conversation around any potential attendance difficulties (see Forms PM 3/39/F03 to F09).

## 11. Monitoring and Recording Attendance

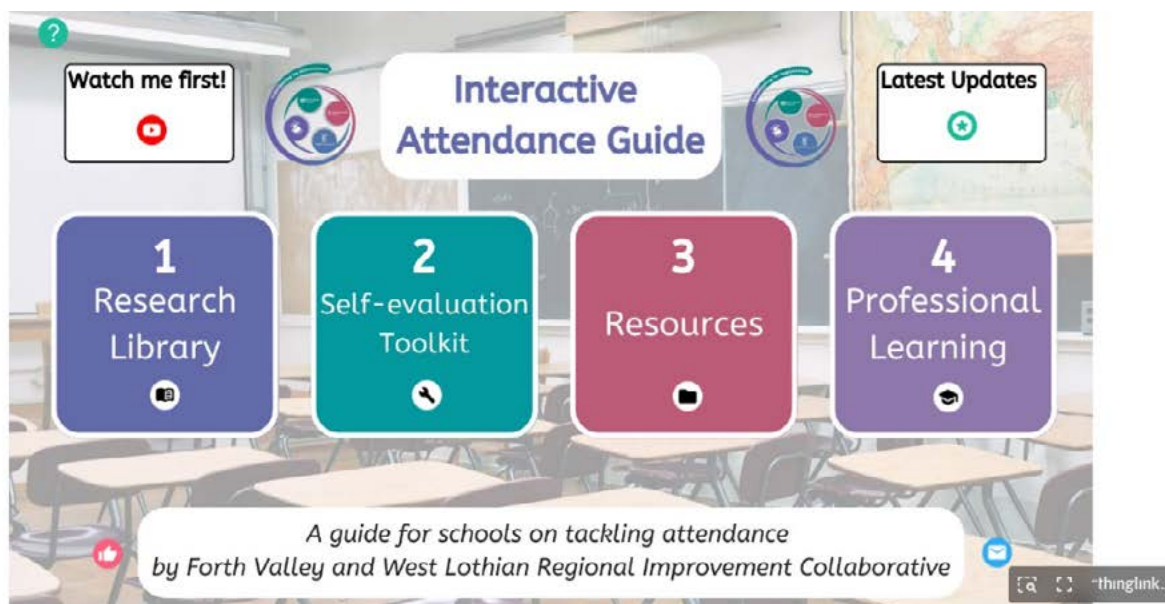
- 11.1 Procedure Manual 3-39 is the Un-notified Absence policy for managing situations where children fail to attend their school or centre and no explanation for absence is received from their parents, family member or carers. The Council recognises that under such circumstances, children may be vulnerable to harm and that timely steps must be taken to ensure that an absent child is safe and well.
- 11.2 Procedure Manual 3-08 outlines the recording procedures for attendance. Accurate recording using the appropriate SEEMIS code is key to ensure children and young people's safety and wellbeing. It is also crucial for early intervention and identifying patterns of attendance difficulties.

## 12. Transitions

- 12.1 Transitions are a time of vulnerability for some children and young people and may exacerbate school non-attendance. School connectedness and sense of belonging are supportive factors for children and young people who are transitioning to or from school.
- 12.2 Following nurture principles and ASN legislation, children and young people with low attendance should be highlighted at points of Early Years and school transition. It is important to consider that transitions do not only impact upon the children and young people but their wider family and carers.
- 12.3 Good transition practice involves building relationships, and for some this may need to involve enhanced transition. Children and young people should be highlighted timeously if their attendance is below 90% or they have frequent lateness or unplanned time out of class, leading to approximately half to full day learning loss per week.

## 13. Self-evaluation and Professional Learning

- 13.1 Approaches to improving attendance do not ‘stand-alone.’ Establishments should complete a self-evaluation of their attendance practice and procedures. See Form 3/08/F10 [Appendix 2](#) for a suggested guide for this process. It is recommended that establishments should complete the [Forth Valley and West Lothian Self-Evaluation Toolkit](#) (Figure 7) .



- 13.2 Included Engaged and Involved also provides [self-evaluation questions](#).



- 13.3 Completion of a whole school level evaluation will allow consideration of current strengths and highlight any areas for improvement. This should link into existing cycles of school evaluation and improvement planning and therefore not generate additional workload for staff as a stand-alone evaluation. It is likely that this will overlap with other School Improvement Priorities such as Nurture, Children's Rights, Trauma-informed practice, Relationship Policy and Attainment. This self-evaluation work can be supported by the Quality Improvement Team, ASN Team or the Educational Psychology Service.
- 13.4 Training or professional learning needs may be identified as part of the self-evaluation process. Online training is available via [Forth Valley and West Lothian ThingLink](#) on attendance. Additional training and support resources are also available on the Council Promoting Attendance Teams page. Wider training is also available via the Council CLPL Calendar.

## 14. Attendance Support for Individual Children or Young People

- 14.1 The following guidance is to be used to support individual children or young people who have difficulties with attendance. The guidance focusses on attendance rates and what should be offered by establishments in terms of level of support and monitoring.
- 14.2 Given the complex nature of attendance problems, for some children and young people this process may be followed alongside other Council or educational processes. For example, a child may have low attendance and be care experienced. In this case, the child may be discussed at Pupil Support Group prior to this process due to their Looked After status. However, the guidance should still be followed in relation to their attendance. This process sits alongside other Council processes and guidance such as Child Protection Procedures, GIRFEC Processes and procedures.
- 14.3 It is helpful to consider the 5 key questions from the National Practice Model:
- What is getting in the way of this child or young person's wellbeing?
  - Do I have all the information I need to help this child or young person?
  - What can I do now to help this child or young person?
  - What can my agency do to help this child or young person?
  - What additional help – if any – may be needed from others?
- 14.4 Individual support for attendance needs to be considered alongside whole school approaches to attendance. At any point this process, specific difficulties for a child or young person may highlight a whole-school need.

## 14.5 Universal Level (Figure 8)

- 14.5.1 This level of support should be considered for children and young people whose attendance rate falls between 85-90% over a 6-week period.
- 14.5.2 Additionally, this will include children and young people who show frequent lateness and/or opting for time out of class leading to approximately half to a full day of learning loss per week. This does not include those who have planned time out of class for additional support or agreed breaks as part of support plans.
- 14.5.3 Opting out of class may look like for example, wandering halls, skipping classes, visiting wellbeing base without agreement. Establishments may decide to enact this level of support prior to the six-week point, if the child or young person's attendance falls rapidly or prior to falling below 90% based on their professional judgement. There may also be exceptional circumstances where establishments may not need to follow this guidance for any level. These may include sickness, family holidays (authorised or unauthorised), or exceptional domestic circumstances (authorised or unauthorised).
- 14.5.4 Where a child or young person meets the criteria above, the steps outlined should be followed. Firstly, an attendance report should be generated through SEEMiS and analysed. Within Early Years Centres (EYCs) and Primary Schools, this analysis should be done by the person with responsibility for ASN. Within Secondary Schools, this should typically be completed by the Guidance Teacher. At this point, if there are any siblings or other children within the same household attending the establishment, their attendance should also be checked. This provides further context to establish if there may be more general home-related factors impacting attendance.
- 14.5.5 As part of regular meetings with the Home-link Officer (HLO), the child or young person should be discussed. Attendance Letter 1 (PM3/39/F04 or F05) should almost always be sent to families, unless the criteria for exceptional circumstances above are met. If it is not possible to discuss with the HLO, for example due to timing of meetings or staff absence, professional judgement should be used in relation to sending the letter. The letter should be followed by a meeting or phone call with school (for example with the Guidance Teacher or DHT), the family and the child or young person.
- 14.5.6 Dependent on age or stage of the child and the wider context, meetings may be completed separately with the family and the child or young person. The function of the meeting is to ensure all are aware of the attendance rate, to promote the importance of attendance and to identify next steps. Consideration should be given to whether further supporting paperwork such as a Wellbeing Assessment or update to Learner Profile are appropriate. Universal planning for support may also be needed and further information can be found in Including Every Learner. Any agreed actions should be recorded on pastoral notes. A date should be agreed to check progress within two to four weeks.
- 14.5.7 Progress check-ins need to be scheduled frequently but may consist of a review by Guidance Teacher or person with responsibility for ASN. This could include a check of attendance rate, ensuring any actions are being implemented, or a brief meeting with the pupil. It should be agreed with the family and young person how they wish to be contacted and updated.

14.5.8 If at this point attendance has improved above 90%, they can be removed from monitoring. However, agreed actions may continue as needed.

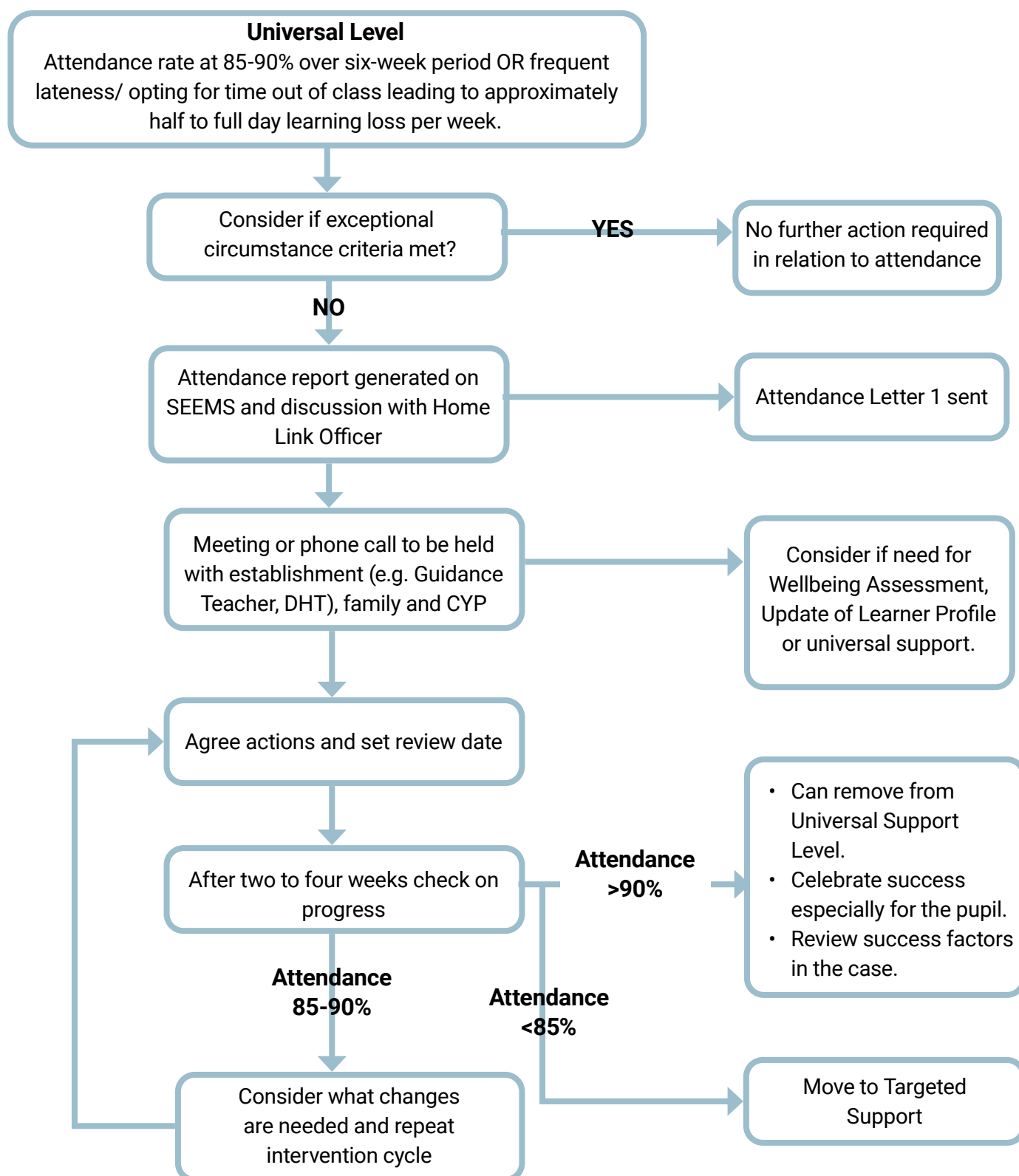


Figure 8: Universal level attendance support process

## 14.6 Targeted Support (Figure 9)

- 14.6.1 This level of support should be used for children and young people whose attendance rate falls to between 71-84%. At this stage, Universal level supports should have been implemented to support the child or young person's attendance. Information gathered from this stage should be used to help inform next steps. A meeting or phone call should be had with the family. This should be recorded on pastoral notes to ensure that an update can be given to the HLO. Further, information may be needed to help understand the function of non-attendance. This could include:
- Analysis of SEEMiS attendance data
  - Requesting information from teacher(s)
  - Completion of wellbeing assessment
  - Gathering of pupil voice, for example, School Refusal Assessment Scale- Revised (SRAS-R), Talking Mat.
  - Gathering family views, for example, SRAS-R family version
- 14.6.2 Use of within-school supports should be considered as suggested by the information. For example, accessing the counselling service, Support for Learning, Youth worker, accessing lunch clubs.
- 14.6.3 If these internal supports have been tried but progress has not been made on review, then outreach supports may also be considered and applied for via the Locality Liaison Group (LLG) which meets monthly during term time. A date for a progress check-in should be scheduled in four to six weeks. This could be another time to re-analyse attendance, speak to the pupil or phone call with the family. This check-in could be earlier if no progress is noted or there is a decline.
- 14.6.4 It may take longer than four to six weeks to implement the plan or complete some supports, but it is important to continue to check to ensure agreed actions are being carried out and there has not been further significant decline in attendance.
- 14.6.5 At the check-in it may be decided that further time is needed, and another review date should be set. In discussion with the HLO, it may also be considered whether Attendance Letter 2 (PM 3/39/F06 or F07) should be sent. This is based on professional judgement specifically around the families engagement in planning.

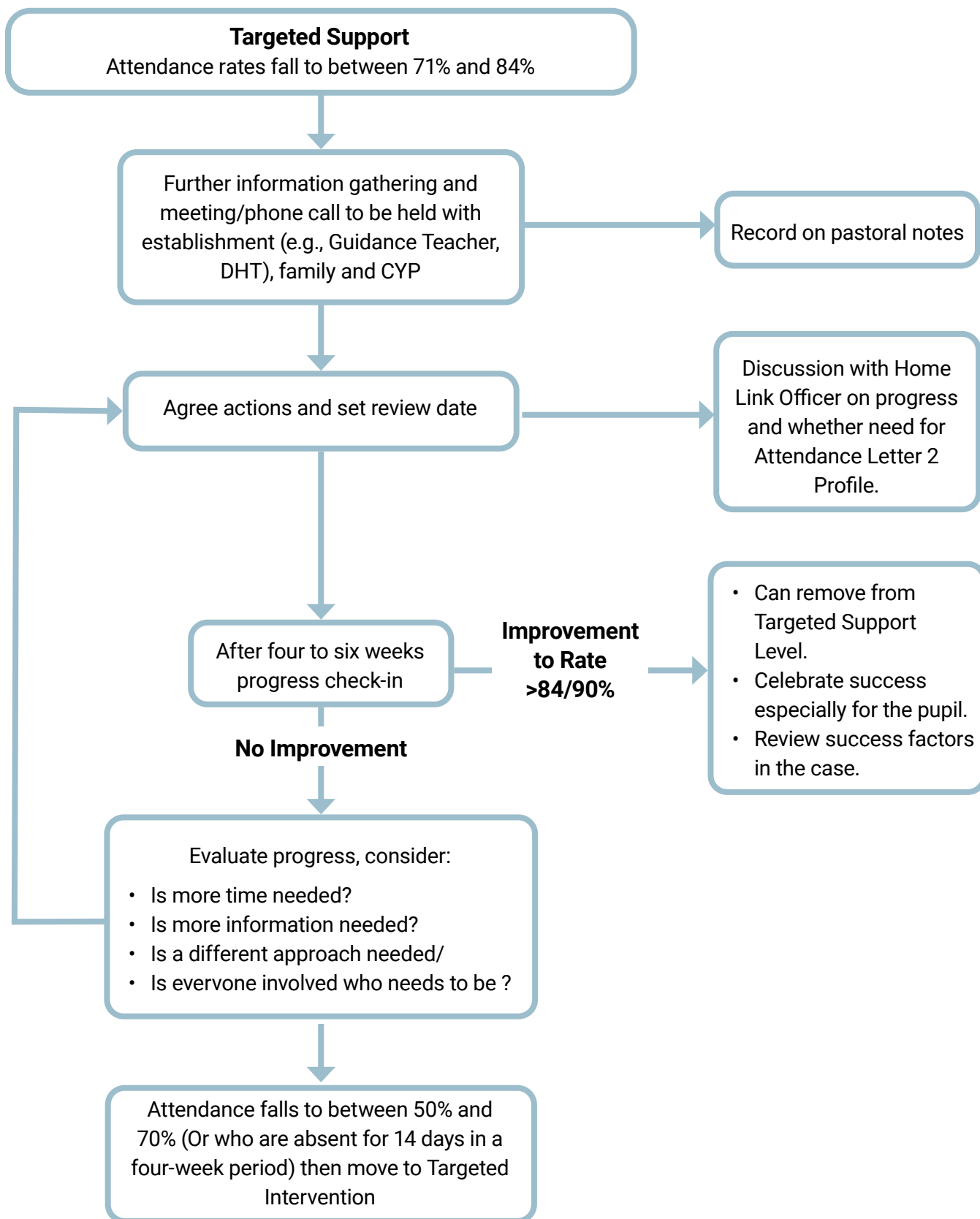


Figure 9: Targeted Support Process

## 14.7 Targeted Intervention (Figure 10)

- 14.7.1 This level of support is for children and young people whose attendance falls between 50-70% or who are absent for 14 days in a four-week period. If not done prior, the pupil should be considered for referral to the school Pupil Support Group (with consent) and for an Action Plan. Consideration should be given as to whether there is need for multi-agency involvement, if this is not already in place. At this stage, the within-school supports should be reconsidered and progress evaluated. It may be appropriate to consider Outreach support options through application to the Locality Liaison Group.
- 14.7.2 All information gathered should be reviewed and a Team Around the Child meeting should be held. Progress reviews are required more frequently, every two to four weeks. These do not need to be full meetings but should be scheduled and an update recorded on pastoral notes.
- 14.7.3 If a child or young person has not been in attendance for more than 14 days consecutively, consideration should be given to an enhanced or phased return to school. This should involve reconnecting the pupil with school.
- 14.7.4 For some children and young people, a reduced or part-time timetable may be considered at this stage following cycles of intervention and review. The Inclusion Support Officer must be consulted on all part-time timetables. The purpose of this type of timetable is to work towards increasing to full-time apart from in exceptional circumstances.
- 14.7.5 Young people who are approaching school leaving age, may need particular consideration. Post-school planning should begin 18 months prior to possible leave date. For those who have attendance difficulties, it may be important to dual plan for return to school and for post-school destinations. This may involve referral to services such as Local Area Coordinators or Skills Development Scotland.

## 14.8 Enhanced Support

- 14.8.1 If attendance falls below 50% with no sustained improvement despite supports, multi-agency supports or supports from outwith the school are likely to be needed. For example, this could include advice from Social Work, CAMHS, Local Area Coordinators or Speech and Language Therapy. These may include or co-exist with supports suggested at Targeted Support and Targeted Intervention levels. It may be appropriate to consider Outreach support options through application to the Locality Liaison Group.
- 14.8.2 At this stage, discussion should be continued with the HLO where it should be decided if it is appropriate to send Attendance Letter 3 (PM 3/39/F08 or F09). Termly TAC meetings should be scheduled. Progress check-ins need to be scheduled frequently but may consist of a review by Guidance Teacher or person with responsibility with ASN. It should be agreed with the family and young person how they wish to be contacted and updated.
- 14.8.3 Home tuition provision for children absent from school through ill health may be discussed by the depute head with responsibility for pupil support and the Inclusion Support Officer. Following Local Authority process, requests may be made to the GIRFEC Liaison Group for advice or further support when all appropriate avenues to reconnect with mainstream have been exhausted.

14.8.4 A referral to the Children’s Reporter may be considered at this stage. The statutory criteria for referral to the Reporter are: (a) the child is in need of protection, guidance, treatment or control; and (b) it might be necessary for a Compulsory Supervision Order to be made in relation to the child. Non-attendance may be a factor considered alongside other grounds for referral where there are a range of concerns about the child or young person. Further information on SCRA processes can be found on the [SCRA website](#).

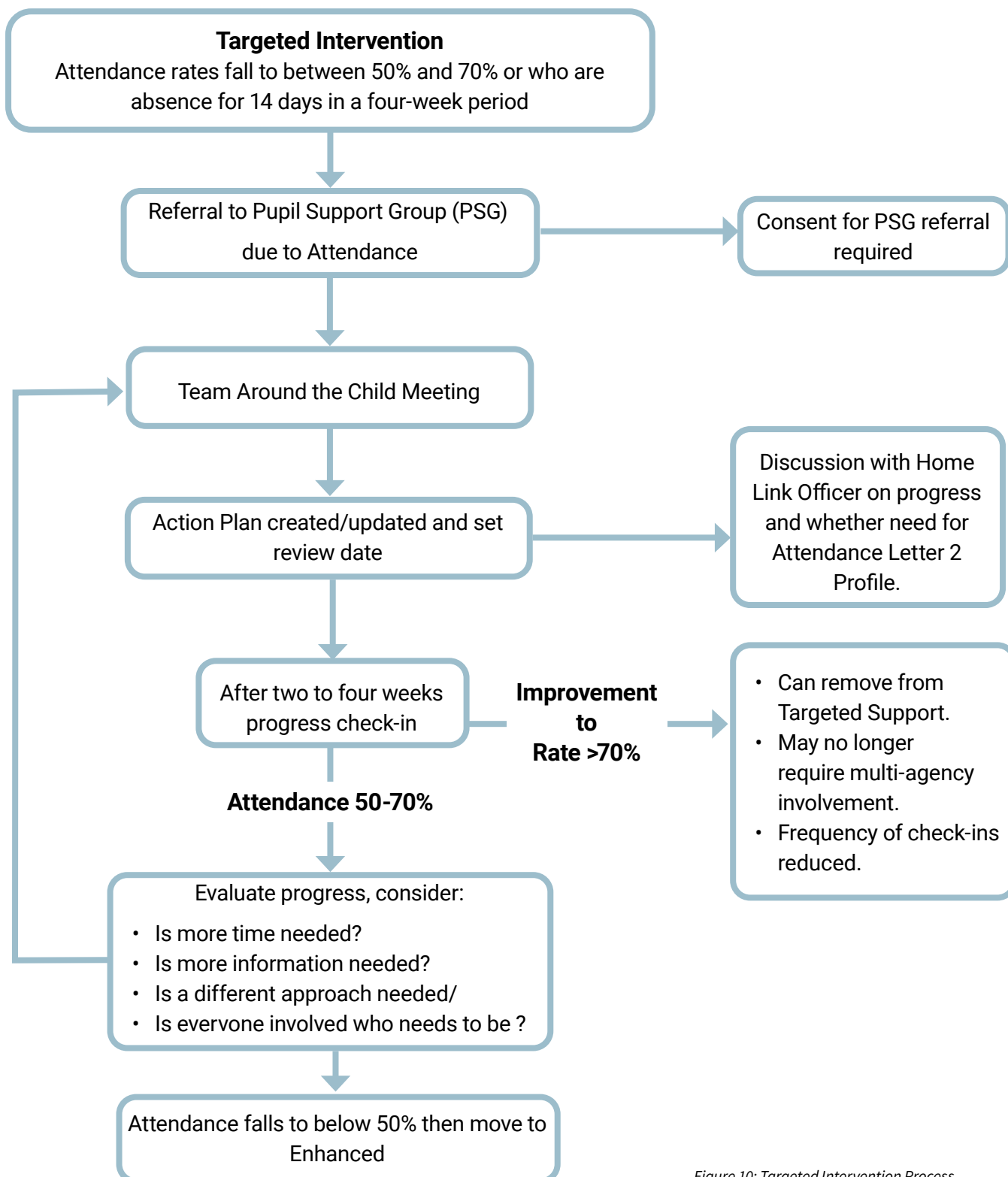


Figure 10: Targeted Intervention Process



# Appendix 1: Form 3/39/F03-Resources for Families, Children and Young People

## **Parent Line Scotland**

At some point, all parents/carers find that parenting can be difficult or stressful. Parent Line Scotland is the free, confidential, telephone helpline for anyone caring for a child in Scotland. You can call about any problem, however big or small. Phone: 0808 800 2222 or [online](#).

## **Parentzone**

Parentzone provides information for families about how you can support your child's education.

## **My Rights, My Say**

My Rights, My Say supports children aged 12-15 have the rights to be more involved in the decisions that affect them. It's independent, confidential and easy to use, and here to make sure the voices of children with additional support needs are heard.

## **Scottish Child Law Centre**

The Centre helps children and young people, their families and carers, and professionals working for and with children by providing advice and information through their advice line, email and text services.

Freephone for under 18s: Phone: 0800 328 8970 Phone: 0131 667 6333

Text: text 'SCLC' and your question to 80800

E-mail: [enquiries@sclc.org.uk](mailto:enquiries@sclc.org.uk)

## **Govan Law Centre**

The centre has a national specialist Law Unit on Education. It provides legal representation in appropriate education law cases to families or pupils. The Education Law Helpline is available to anyone who has an enquiry about any aspect of education law in Scotland.

You can make an enquiry by phone: 0141 445 1955 Or Email [advice@edlaw.org.uk](mailto:advice@edlaw.org.uk).

The Centre aims to respond to all enquiries by the following working day.

## **The Scottish Legal Aid Board**

The Board provides a list of lawyers and information about whether you might qualify for legal aid. Legal Aid allows people who would not otherwise be able to afford it to get help with their legal problems. The Financial Assessment Unit can assist with enquiries on eligibility. Phone: 0131 560 2164 or [online](#).

## **Citizens Advice Bureau**

Your local CAB can provide information and support about rights and responsibilities when it comes to schools and education. There is information about a range of education issues in Scotland [online](#).

### **Enquire**

Enquire is the Scottish advice service for additional support for learning. It operates as a helpline for families, carers and practitioners. Publications include 'A Parents' Guide to Additional Support for Learning'. An interpreter can be arranged upon request. Telephone helpline Phone: 0845 123 2303  
E-mail: [info@enquire.org.uk](mailto:info@enquire.org.uk) or [online](#).

### **A Guide For Parents: The Education (Additional Support for Learning) (Scotland) Act 2004**

This is a leaflet which provides information about the new Act. There is more information about coordinated support plans. This link also contains web links to the leaflet in community languages.

### **RESOLVE: ASL**

RESOLVE : ASL is an independent mediation service available in Scotland as an option to resolve conflict throughout additional support needs issues in education.

More information and contact details can be found on their [website](#).

### **Home educated children**

There is guidance on this [here](#).

### **Scottish Traveller Education Programme (STEP)**

STEP mainly works with educators of Traveller children and young people in Scotland. STEP helps support developments in education with and for Traveller families.

## Appendix 2: Form 3/39/F10 - Whole School Self-evaluation Implementation Guide

### Step 1

Decide on 'who' needs to be involved in the self-evaluation and create an Attendance Team. This is likely to include member(s) of Senior Leadership Team and relevant school or EYC staff e.g. Nurture Teacher, Autism Advisor, Support for Learning, Guidance Teacher, subject Principal Teacher, class teacher etc. In some circumstances, this team may also include professionals from out with the educational establishment e.g., Home-link Officer, Educational Psychologist, QIO.

### Step 2

Gather relevant data and information. For example, this will include the school SEEMIS report and could also include SHINE data, EDC Wellbeing tracker and any other relevant sources. It is important to consider data for particularly vulnerable groups e.g., care-experienced children and young people, ASN learners and children and young people in SIMD 1 and 2, as well as whole school level data.

### Step 3

Initial self-evaluation should be completed using the Forth Valley West Lothian toolkit. This takes 1-3 hours and can be completed in sections. Consideration should be given to the evidence and examples of what 'red, amber and green' would look like. Note that the wording says, 'all staff' but in line with HGIOS this can be interpreted as 'almost all'. It is expected that not all areas will be green or amber and some areas may require authority level or multi-agency work.

### Step 4

From the self-evaluation, the Attendance Team should identify areas of focus. Some actions may be short-term, while others may require longer time scales to implement or align with other initiatives. Outline actions to be taken, by whom, the expected timescale and any data/information that can help evaluate the change. Suggested format for this is linked below.

### Step 5

The Attendance Team enact actions and meet as needed. After 6 months to a year, revisit the self-evaluation and review progress. This should highlight any improvement and areas which need continued focus. Repeat this process as required.

Action	Who is responsible	By When	Measures/How will we know?	Review Comment February 2024
Ethos- revisit nurture principle 'transitions' to ensure a positive return for pupils who have been absent/late	DHT- to be cascaded to all staff including subject teachers, SLAs and clerical staff	August in-service	Guidance teacher will check in with persistent late comers and collect views through wellbeing assessment.	
Policy- review school policy and threshold guidance	Working group and cascade to clerical and guidance staff	April 2024	Policy updated and staff implementing measures	

## References & Related Documentation

The following documents should be referenced when considering this procedure:

- [Included, Engaged and Involved: Part 1](https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/)  
<https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/>
- [United Nations Convention on the Rights of the Child \(UNCRC\)](https://www.unicef.org.uk/what-we-do/un-convention-child-rights/)  
<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>
- Relationships Framework (2023)
- The Nurture Strategy for Education (2021)
- The Mental Health Strategy for Education (2021)
- Including Every Learner (2023)
- PM 3/08 School Attendance and Absence
- PM 3/34 Anti-Bullying Policy and Guidance
- PM 3/39 Procedure for Managing Un-notified Absences of Children in East Dunbartonshire
- PM 3/39/F03 Resources for Families, Children and Young People
- PM 3/39/F04 Attendance Letter 1 (Primary)
- PM 3/39/F05 Attendance Letter 1 (Secondary)
- PM 3/39/F06 Attendance Letter 2 (Primary)
- PM 3/39/F07 Attendance Letter 2 (Secondary)
- PM 3/39/F08 Attendance Letter 3 (Primary)
- PM 3/39/F09 Attendance Letter 3 (Secondary)
- PM 3/39/F10 Self-Evaluation Process

## Other formats

This document can be provided in large print, Braille or in audio format and can be translated into other community languages.

Please contact the Council on 0300 123 4510

આ અભિપ્રાયપત્ર (અભિપ્રાય) નું મેળવવા માટે 0300 123 4510

સંપર્ક કરો. 0300 123 4510 નંબર પર અભિપ્રાયપત્ર (અભિપ્રાય) મેળવવા માટે અભિપ્રાય

દિન વાચકોના આ દસ્તાવેજને પેન્સિલ દ્વારા અભિપ્રાય લેવા માટે મોકલવા છે. અભિપ્રાય લેવા 0300 123 4510 નંબર પર

Gabhaidh an sgrìobhainn seo air gu Gàidhlig ma tha sin a dhìth o rìbh. Cuir bh fàin gu 0300 123 4510

અભિપ્રાય લેવા માટે આ દસ્તાવેજ ગિદ્દી ને આપવાનું થાય તે શક્ય છે। કૃપા 0300 123 4510 પર સંપર્ક કરો।

